Eng lesson plan

LEVEL: 2

TERM: 1

Lesson Plans

Term 1

(Level 2)

Lesson Plan
(English)

Level: 2

Term: 1

Week: 1

Communication	Reading	Writing	Assessment
• Greeting and introducing • Riddles	• Poem "Thank you God"	• Using AND as connective • Combining sentences with AND	×

Level: 2 Term: 1 Week: 1 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives** To enable the learners to: greet and introduce themselves.
2. **Function:** Starting conversation.
3. **Activity:** Dialogue Practice, Greetings and introduction
4. **Material:** Flash cards showing different names of boys and girls and different level of class

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5. Procedure:

a. Presentation:

- Welcome your class and say the followings.

"Hello! Good morning. Welcome to class I. I'm ____ and I'm your English teacher. Now I would like you to introduce yourself one by one".

b. Drill

- Write the following dialogue on the board and help the learners in saying it properly.

"Good morning, Madam. I'm .''

- Each student stands up one by one and introduces him/herself to the class by saying the lines, written of the board.

c. Further Practice

- Write the following cues on the board.

Razia	Ali	Nazia	Karim
Class II	Class I	Class V	Class III

- Say the sentences about the cues and tell the class to repeat in a choral drill

"This is Razia. She is in Class II"

d. Role Play

Flash card sample

Asim/ Class II

- Prepare name cards and write different names of boys and girls with different level of class. (it should be ready before the class)
-Distribute all the cards among the students and call them one by one to introduce him/herself (now they have different names and different class).
- Call two studetns and help them to say the following lines
- be careful in using contraction and intonation.

St. Good morning Madam. I'm Asim and I'm in Class II.

Tr. Good morning.

e. Dialogue Practice.

- Call two students at a time and give name card to one of them. Tell them to introduce each other.

Level: 2 Term: 1 Week: 1 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to listen and guess.
2. **Function:** Describing a thing.
3. **Activity:** Guessing
4. **Material:** Class Board, Listening Text Page.

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5. Procedure

Riddles

a. Explain your learners what the **riddle** is. Take it as a game.

- Ask your learners to sit in a group of four.
- Instruct them to listen attentively.
- Give them time to think and discuss with their group members.
- Put the word bank on the board or write it on the chart.
- Ask the learners to take help from there.
- Read one riddle at a time. Second will follow after the feed back of the first one.

b. Take feed back from the group and give clapping for the winner.

c. Ask them to copy the names of animals from the word bank written on the board.

6 Follow up Repeat task c

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Free Writing ---- 5Mins.

Level: 2 Term: 1 Week: 1 Day: 2	Listening Text	Communication

Riddles

(What Animal Am I?)

duck	whale	shark
turtle	frog	tiger
starfish	deer	dolphin

Listen and guess.

1. you can see me at the zoo.
   I 'm big.
   I have stripes.
   My teeth are sharp.

2. I 'm big.
   I am the largest animal in the world.
   My colour is grey blue.
   I live in sea.

3. I 'm small.
   I eat bugs and worms.
   I swim in the pond.
   I have a shell.
   I am not very big.

4. I live in the bottom of the sea.
   I look like a star.
   I eat clams.

5. I can run fast.
   I have thin legs.
   I have brown skin.
   You can see me in the woods.

6. I 'm big and dangerous.
   I have sharp teeth.
   I have a big fin on my back.
   I eat fish.

7. I 'm a fish.
   I 'm not very big.
   I play with children.
   I am very friendly.

8. I live in ponds.
   I can also walk on land.
   I make sound in water.
   I am not very big and not very small.

Level: 2 Term: 1 Week: 1 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: Students will be able to:
- Enjoy the rhythm of the poem.
- Develop fluency of language.

2. Skill: Pleasure reading.

3. Topic: Poem **"Thank you"**

4. Material: Poem page (**Thank You**)

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5. Procedure:

a. Before reading.

- Distribute the poem page among the students.
- Ask the following questions.
  1. What do you see in this page?
  2. What are they doing?
  3. Are they eating or playing?
- Ask about the poem.
  1. How many lines are there?
  2. Is it:
     - A story
     - A poem
     - A paragraph
  3. Why do you say that this is a poem?
- Explain them the difference between poem and prose text.
- Write the word poem on the board.

b. Procedure.

- Follow the same procedure as described in a sample lesson for reading a poem.
- When reading is over, ask them to give heading to the poem. Help them in suggesting and write it on the board.

6. Follow up:

Students will write "**Thank you**" lines in their H/work copies. Ask them to think about more things we should say 'Thank you' to God e.g.

O' God,

- Thank you for food.
- Thank you for rain.

....

Free writing ------ 5 Mins

Level: 2 Term: 1 Week: 1 Day: 3	Poem	Reading

Level: 1 Term: 1 Week: 1 Day: 4	Lesson Plan	Writing

1. **Objectives** To enable the learners to be able to:
   - Recognize the connective word AND as a connective.
   - To use AND in multiple option in a sentence
2. **Function:** Using AND as connective
3. **Activity:** Reading and writing sentences from a grid
4. **Material:** Work Sheet (using AND)

5. **Procedure:**

a. **Pre Writing**

- Prepare your students for writing and distribute worksheets
  Read out sentences from the grid, using the word AND

  e.g. - **Saad had some cake, chips AND ice cream.**
  Saad AND Adil had some cake.

  Explain that when there are more than two words of the same type in a sentence then we use comma (,) to separate the words and for the last two words we use AND

b. **Practice**

First you read the sentence from the grid (work sheet) and ask them to follow you in a drill.
Ask as many questions as you can and provide chances to each of them to respond. Take responses in complete sentences

e.g..
What did Saad have?
What did Faisal have?
Who had chocolate?

c. **Writing**

Tell your learners to have a look at the grid (work sheet) and make sentences out of it under the grid.

Give them enough time to discuss with their partners sitting on their right and left, front and behind.

d. Take feed back from the students and write the sentences on the board so that the weak students could also follow and write in their copies.

6 **Follow Up.**

Tell them to transfer all the sentences in their home work copies.

Level: 2
Term: 1
Week: 1
Day: 5

Lesson Plan **Writing**

1. **Objectives:** to enable the learners to:
   - Join sentences using AND
   - Write sentences properly by using connectives.
2. **Function:** Using connective (AND)
3. **Activity:** Writing and rephrasing
4. **Material:** C/board

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6. Procedure:

a. **Pre Writing**

- Write the following sentences on the board.

e.g.- **Nadeem plays cricket.**
Razi plays cricket.

- Write again by combing the two sentences with AND. Explain the uses of linking words like AND.

e.g. **Nadeem and Razi play cricket.**

b. **Practice.**

Write the following sentences on the board one by one and ask the learners to join and rewrite the sentences by combining with AND. If the names comes again then ask them to write pronoun **she/he**.

1.
Rani is my friend.
Shazia is my friend.

2.
Rani likes playing hide and seek .
Shazia likes playing hide and seek.

3.
Rani is good in Math
Rani helps me in Maths.

4.
I am good in English.
I help Rani in English.
I help Shazia in English.
We are good friends.

c. **Oral Practice**

You can write some more sentences if you feel it requires more practice.
Ask them to read out sentences orally one by one.

d. **Pair work**

Students will work in pair and rewrite the sentences by joining with AND

Editing (Peer Checking)

They will compare with each other and check their work themselves.

Feed back

Some of the students will read out sentences to the class. Rest of the students will recheck their own work.

e. **Re- Writing**

Write the names of your friends who do the following works with you. Now write sentences using AND

Play **Study** **Read a book** **Go to park**

(write these ques in the board).

6. **Follow up**

Ask your learners to copy the sentences in their homework copies.

Level: 2
Term: 1
Week: 1
Day: 5

Work Sheet **Writing**
(using AND)

	Cake	Drinks	Chips	Chocolate	Ice cream
Saad	✓		✓		✓
Anum		✓		✓	✓
Faisal	✓	✓	✓		
Adil	✓		✓	✓	

Lesson Plan
(English)

Level: 2

Term: 1

Week: 2

Communication	Reading	Writing	Assessment
• Listening for specific information. • Recognizing phonic sound -a-.	• Text **"What can it do?"**	• Drawing and writing (Expressing Ability)	Yes

Level: 2 Term: 1 Week: 2 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to listen and understand
2. **Function:** Describing a Person
3. **Activity:** Listening and Grid filling
4. **Material:** Class Board, worksheet (listening text)

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5. Procedure:

a. **WarmUp**

- For this activity prepare your class for listening. They should listen carefully and then note down the required information in the worksheet.
- Explain each task properly before you start reading aloud.
- Read the text aloud with reasonable speed. Repeat each sentence two times. Don't go very slow.
- When reading aloud is over, ask the learners to check their work with their partners, sitting left or right.
- Take the feed back orally.

b. **1st Listening (Task 1)**

- Ask the learners to listen and write the names of person and their ages.

2nd Listening (Task 2)

Ask them to listen carefully and fill up the boxes.

3rd Listening (Task 3)

Ask them to listen again and write about each person in the columns

Listening Text

"I'm Sameera and I'm studying in class V. I'm ten years old. I'm good at sports and English but I'm not good at Maths. I like reading stories. I have one sister Azra and one young brother Asif. Azra is 12 years old. She is studying in class VIII and Asif is the youngest one and studying in class III. He is very good at Maths but slow in urdu. He loves cycling. My elder sister Azra likes cooking. But she is also a good at studies and gets good marks in all subject".

....

Free Writing ------- 5Mins

Level: 2	Worksheet	Communication
Term: 1		
Week: 2		
Day: 1		

Task 1: write the names of persons and their ages.

Name	Age
________	________
________	________
________	________

Task 2: Listen again and fill up the boxes.

I am

[ ]

my age

[ ]

my borther's name

[ ]

his age

[ ]

my sister's name

[ ]

her age

[ ]

Task 3: Listen again and write about each person in the columns

	class	good at	likes
Sameera			
Azra			
Asif			

Level: 2 Term: 1 Week: 2 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to recognize the short- **a**- sound.
2. **Function:** Practising the sound
3. **Activity:** Drill, Drawing
4. **Material:** Work sheet (short –**a**-sound)

5. Procedure:

a. **Presentation**

- Write the letter and the word on the board and pronounce it properly.
- Students repeat after you
- Ask them to give you more words of this sound. Write these words on the board.

a apple

b. **Oral Practice**

Then write the following on the board. You pronounce and the learners repeat in choral drill. Practice it many times.

My **Cat Nat** is a **Fat Cat,**
My **Cat** is a sit and **Chat Cat,**
My **Cat Nat** is a **Flat Cat,**
That's my **Cat Nat,**
And I like him like **That,**

c **Work sheet**

- Follow the procedures as given in the worksheet.
- Say the names of the picture or ask from the learners.
- Write the names on the board.
- Ask them to draw circle and you pronounce each word one by one.

d **Peer Checking**

- Tell your students to have a look on the worksheets of their partners, sitting on left and right and compare their work with them.

e **Feed back**

- Ask about the words in circle and write them on the board. Students will copy these words in their C/Work copies.
- Tell them to add more from the **Cat** sentences.

6. Follow up

Ask them to transfer all the words of the worksheet with short - **a**- sound in their H/Work copies.

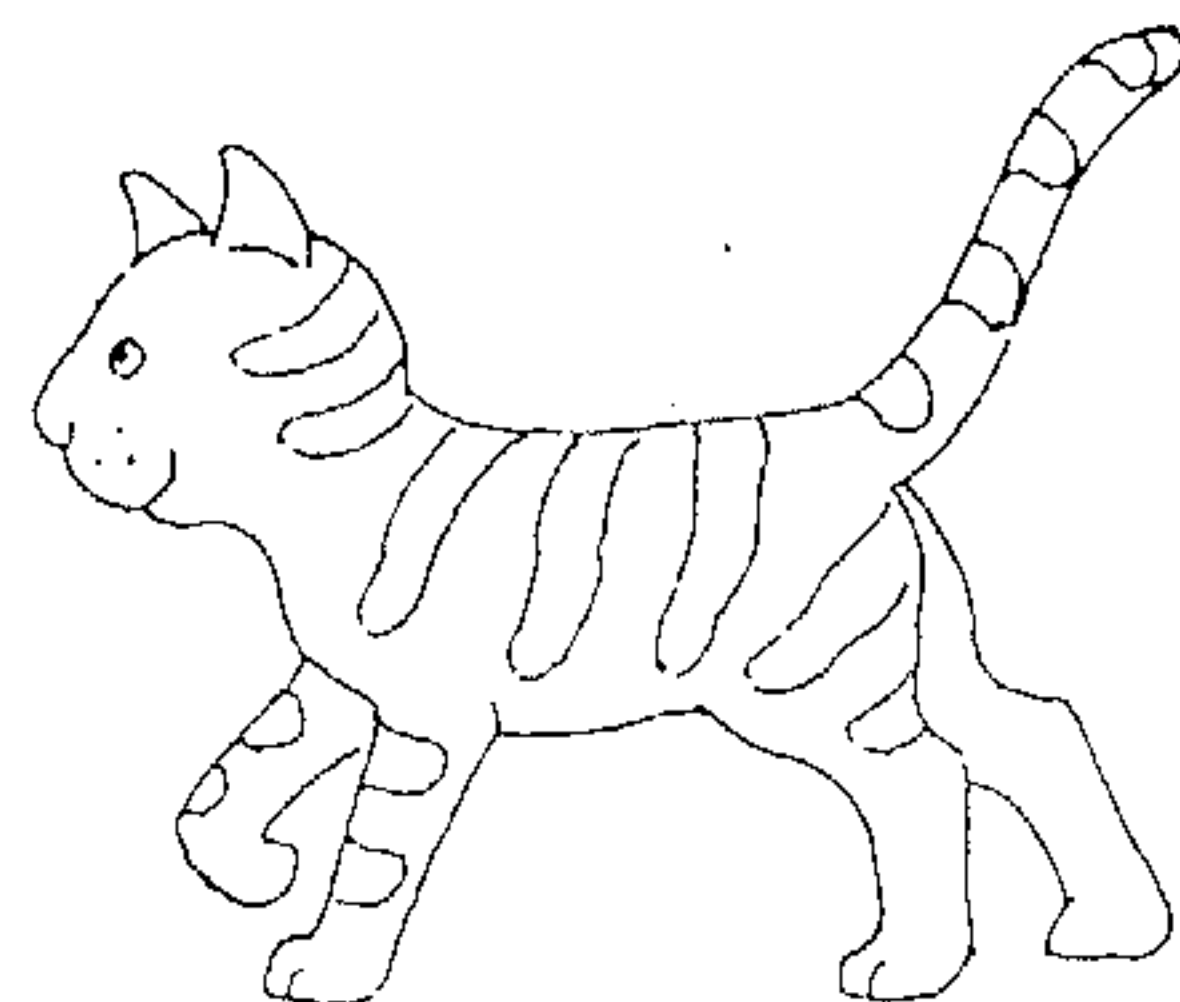
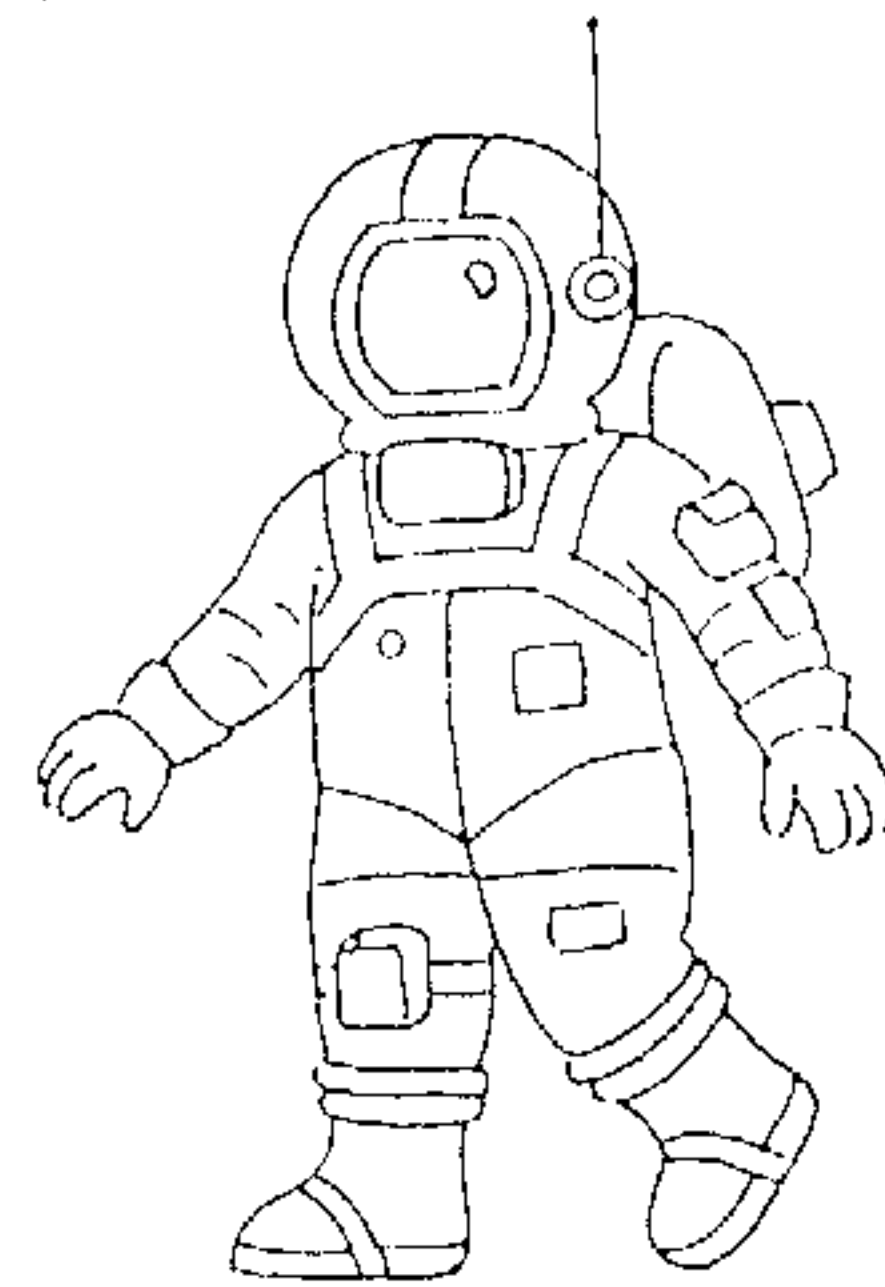
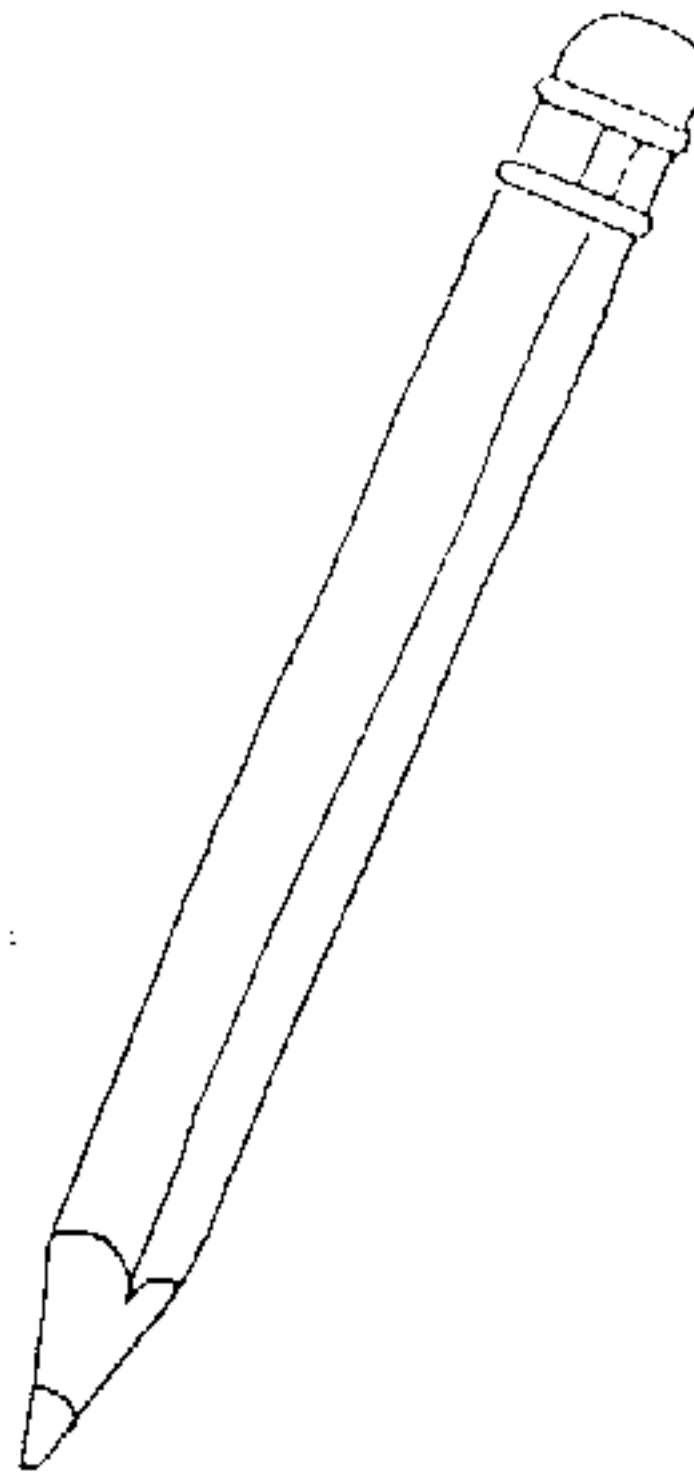
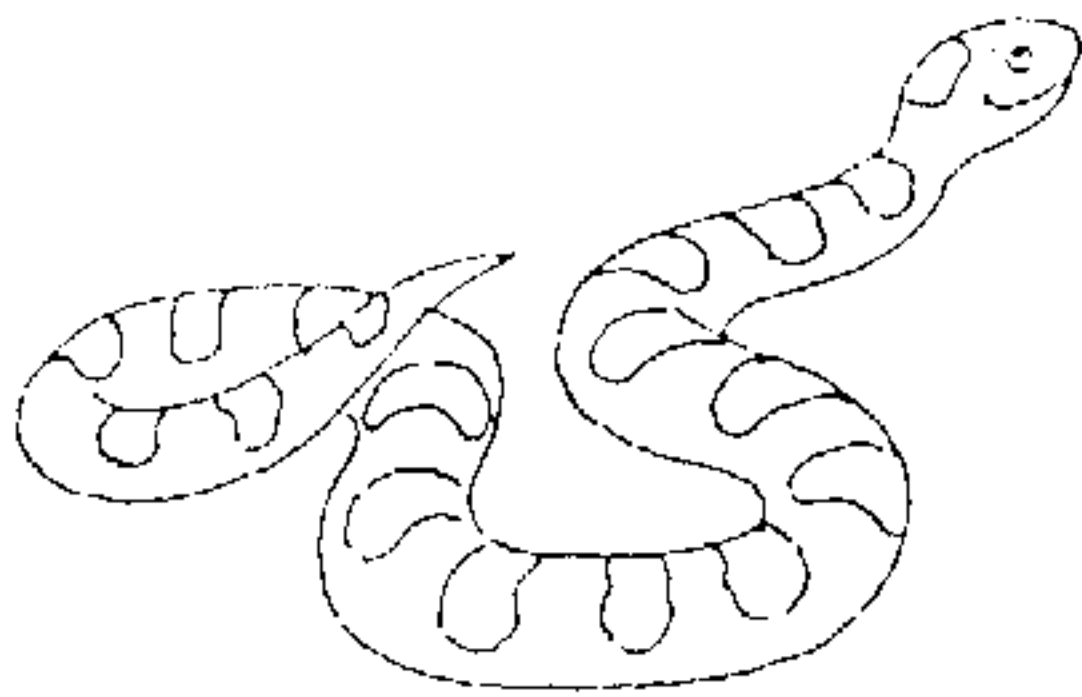
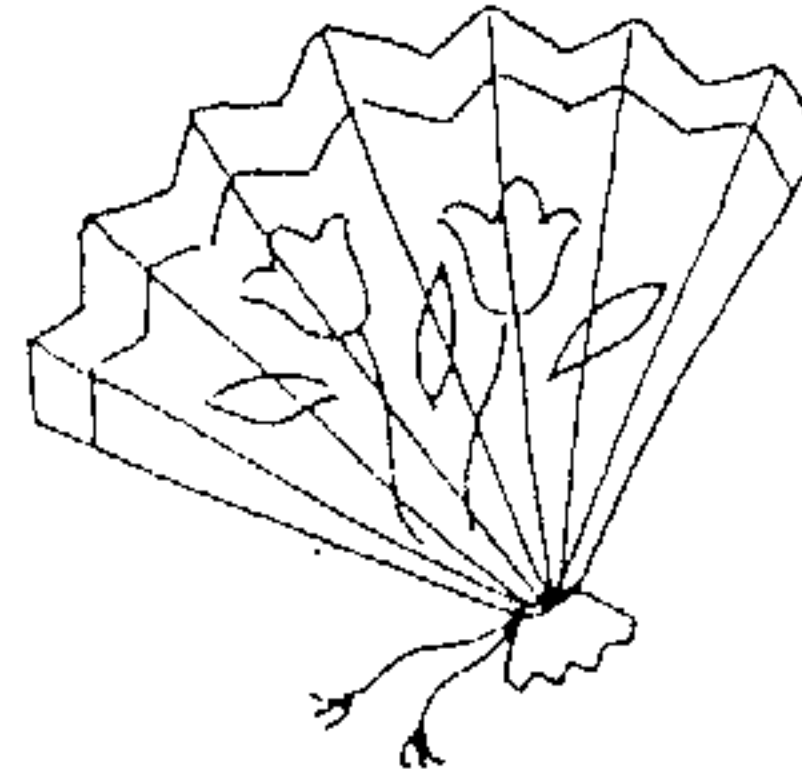
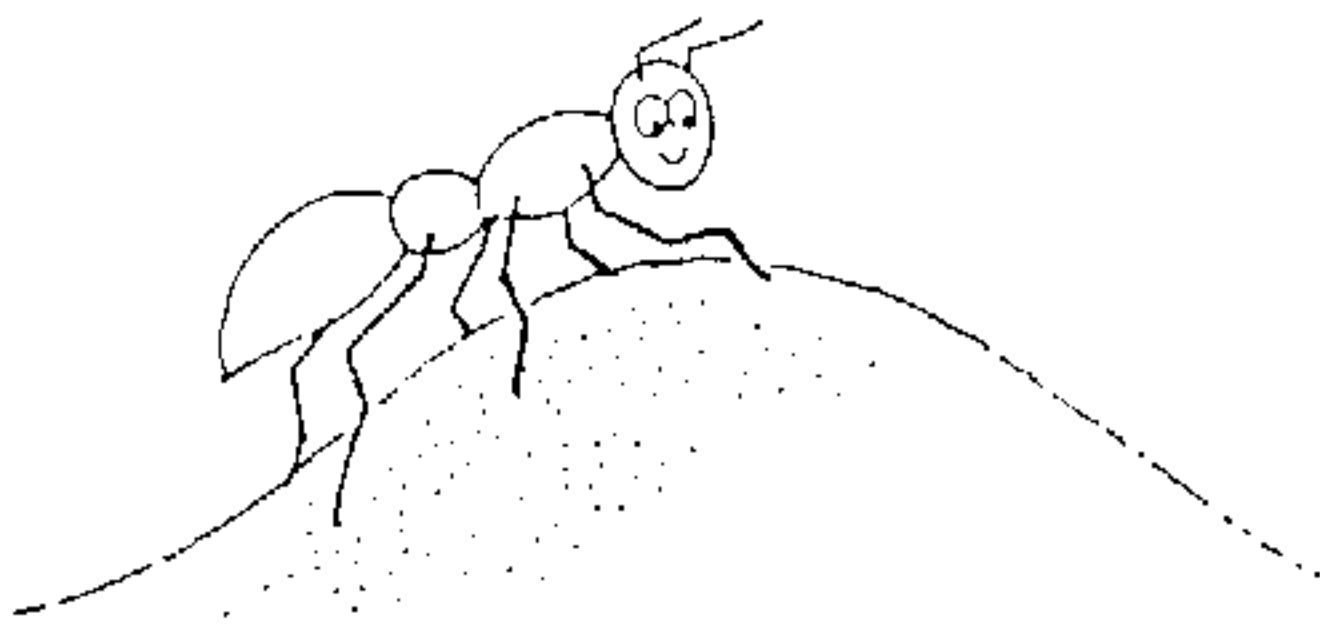
7. Free Writing --------------- 5Mins.

Level: 2 Term: 1 Week: 2 Day: 2	Worksheet	Communication

Short a

Short a is the sound you hear at the beginning of apple.

apple

Say the name of each picture. Draw a circle around the picture if you hear the short a sound.

Skill: recognizing the short a sound

Level: 2
Term: 1
Week: 2
Day: 3

Lesson Plan **Reading**

1. **Objectives:** The learners will be able to:
   - Read and understand
   - Read and classify information
2. **Skill:** a. Reading comprehension (Silent Reading)
   b. Vocabulary building
3. **Topic:** What can it do?'
4. **Material:** Work sheet along with text (**What can it do?**)

5. **Procedure:**

a. Pre-Reading

- Check the meaning of the following words by asking questions.
- Write the words on the board
  Fly, Kite, Rock, Tent, Pond
- You can show the pictures of these words to make them clear in concept.

b. Reading

- Distribute the worksheets.
- Ask orally about each item one by one.

  e.g. Can a dog fly?
  Can a bed fly?

c. Pair work.

- Ask them to sit with their friends and do the task.
- Feed back.
- Take feed back of each item one by one.

d Written work.

- Ask them to copy the sentences in their C/Work copies which have an (✓).

6. **Follow up:**

"Repeat Task --------- **d**"

What Can It Do?

Read the questions. Follow the directions.

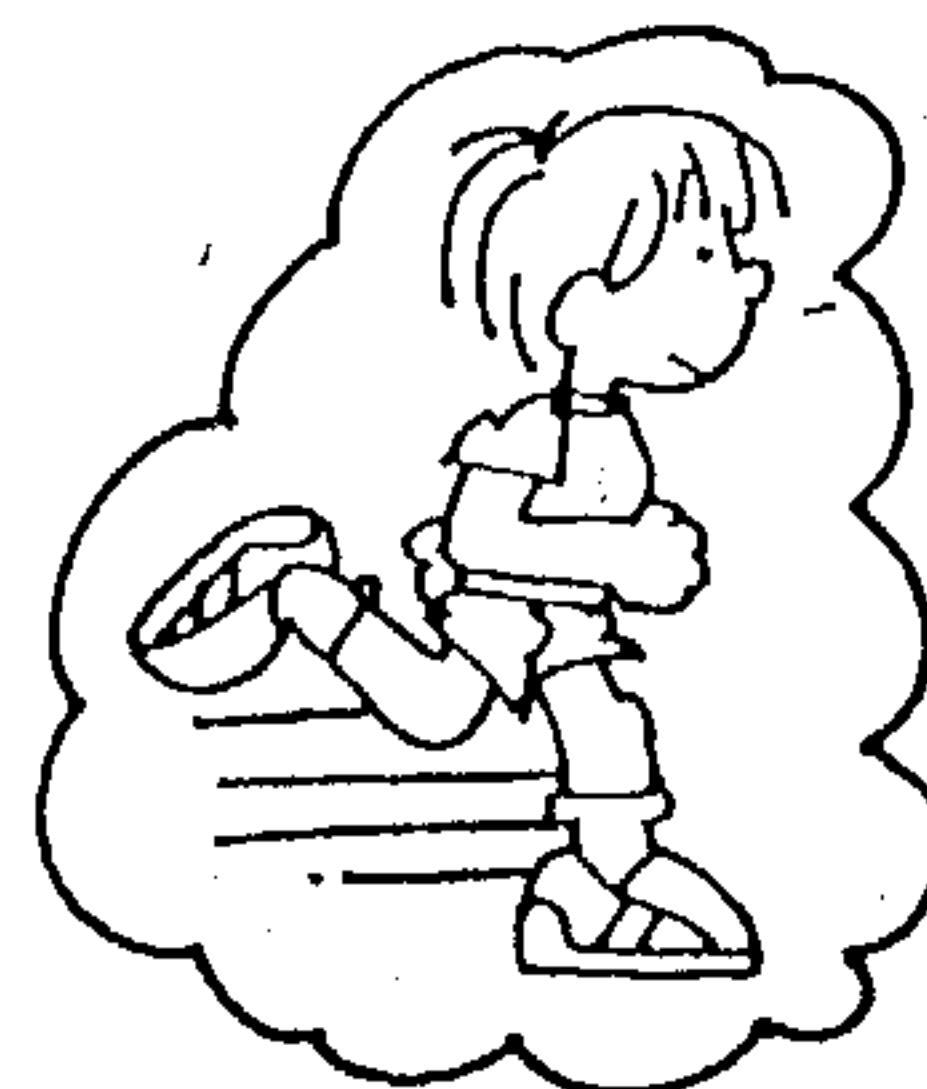
1. What can fly? Put a ✓ on the line.

______ dog	______ bed
______ airplane	______ bird
______ tree	______ kite

2. What can eat? Put a ✓ on the line.

______ duck	______ fox
______ rock	______ fish
______ toy	______ red

3. What can run? Put a ✓ on the line.

______ green	______ horse
______ cup	______ tall
______ tent	______ cat

4. What can sleep? Put a ✓ on the line.

______ car	______ big
______ pond	______ bear
______ bird	______ cake

Skill: classifying information

Level: 2
Term: 1st
Week: 2
Day: 4

Writing

1. **Objectives:** To enable the learners to:
   - think and write
   - express orally and write
   - use modal 'Can'
2. **Function:** Expressing ability
3. **Activity:** Drawing and writing
4. **Material:** Worksheet

5. Procedure:

a. Pre Writing

- Distribute picture page.
- Write the title on the board.
- Explain that hands can do hundreds of things. Give examples.
- Ask them to look at picture and find out what hands are doing in the picture.
- Discuss and take sentences from them. Then write on the board. (all)

  e.g.. Hands can make clay toys.
  Hands can throw a ball.

b. Practice

- You repeat the board sentences and the learners will follow you in choral drill.

c. Writing

Ask your learners to make a list of those things, which your hands can do.

Peer Checking and Feed back

Ask them orally what their hands can do.

d. 2nd Draft (Writing)

Ask your learners to;

- Take out their C/Work copy.
- pread their hands properly on the page of their C/Work copies and draw an outline of their hand on the copy.
- Pick out five interesting things from the list that their hands can do and write them on the fingers of their hand picture. You can draw your own hand with fingers on the board and write an example on one finger only

  "My hands can cook"

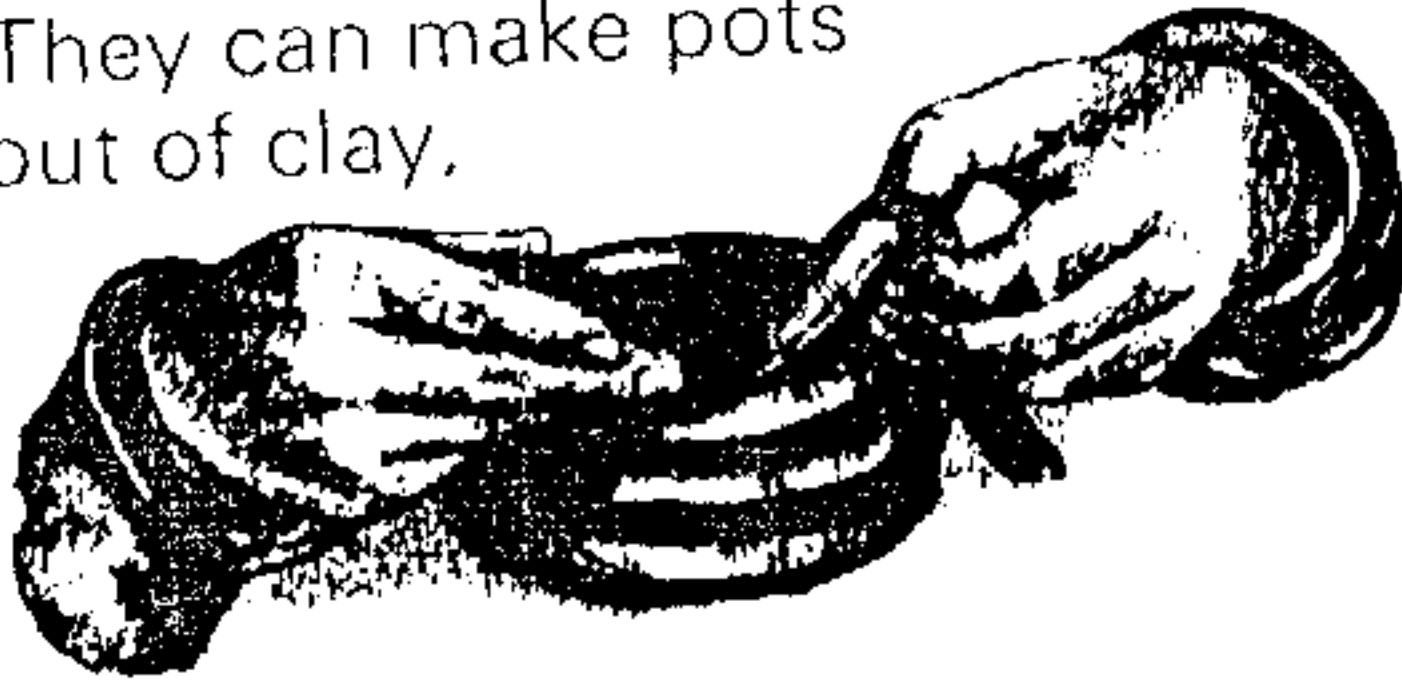
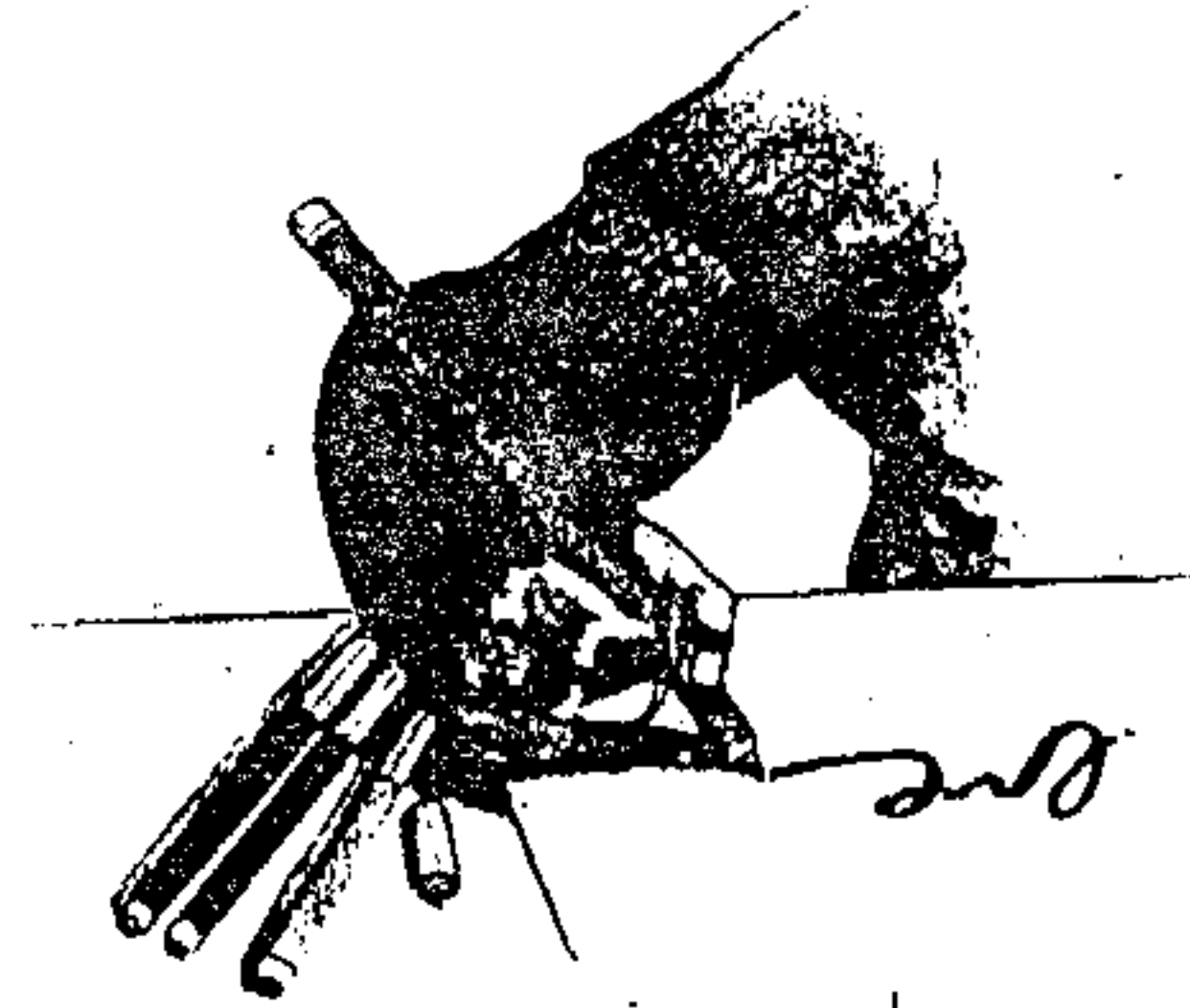
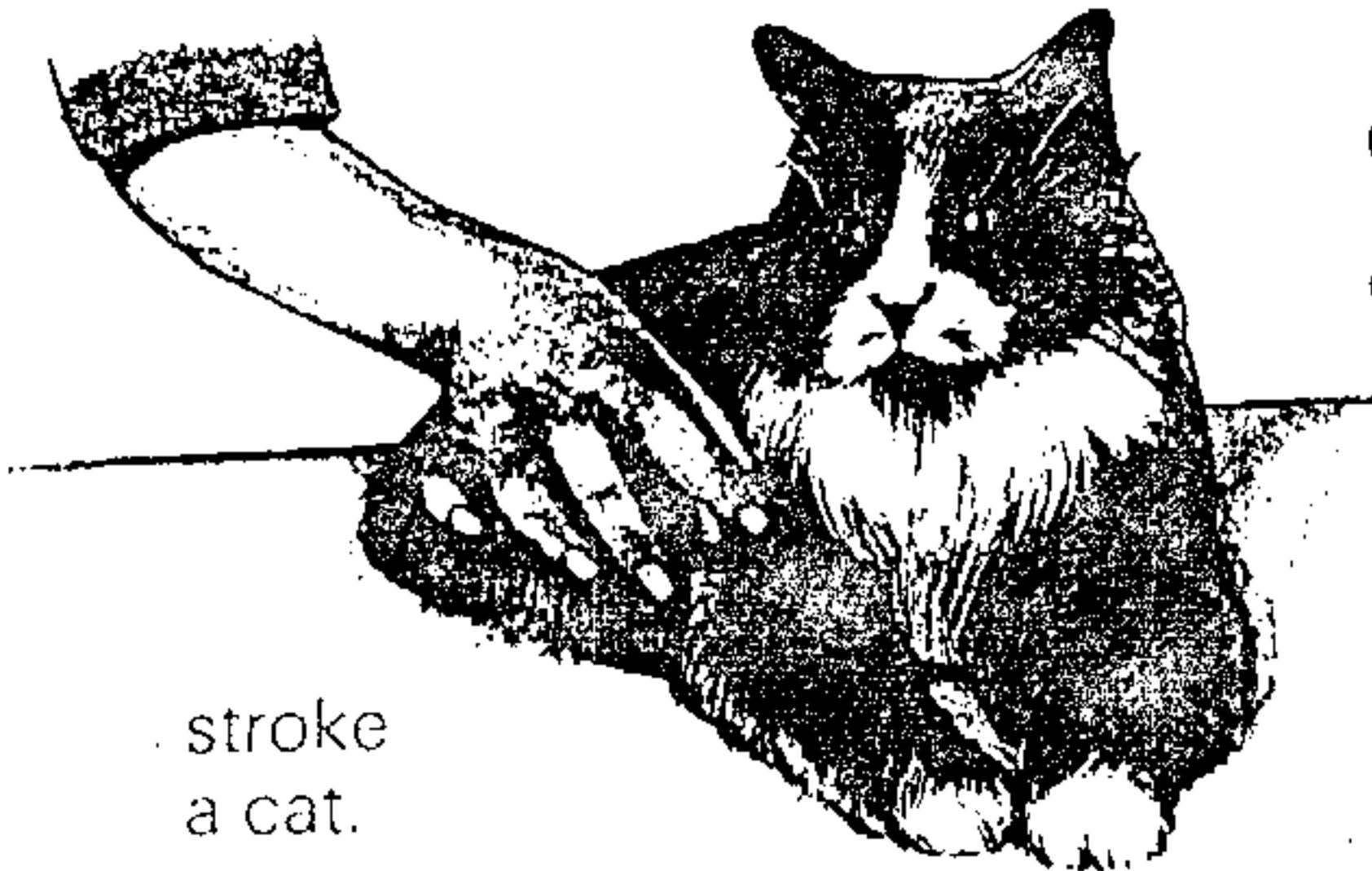
6. Follow up:

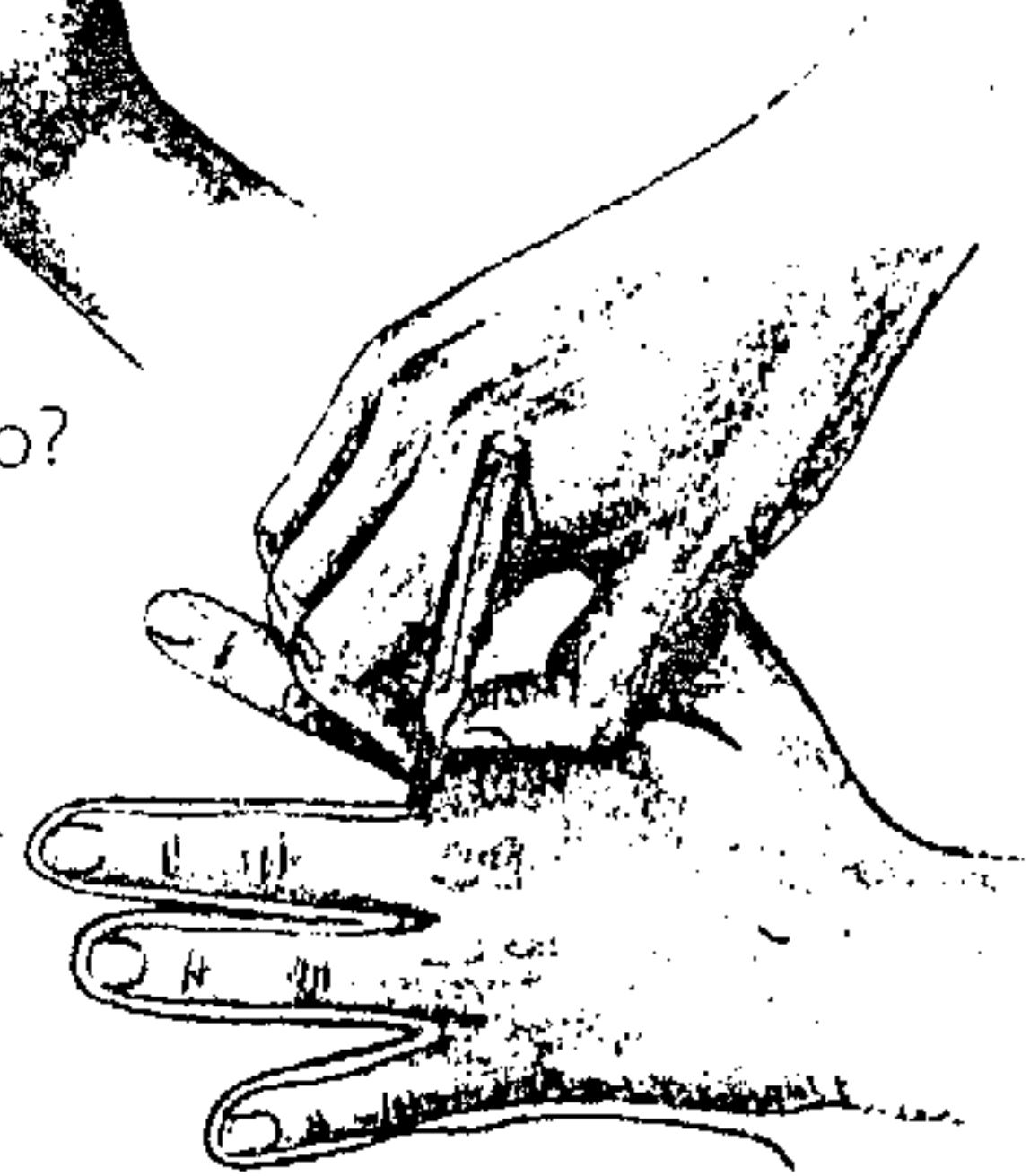
"Students will copy the task **-d** in their H/Work copies. Ask them to decorate their work with patterns and little pictures of the things they have written about."

Level: 2 Term: 1 Week: 2 Day: 4	Worksheet	Writing

Hands

Hands can do hundreds of things.

They can make pots out of clay,

throw a ball,

write and draw,

stroke a cat.

What else can they do?

Level: 2	Assessment
Term: 1	
Week: 2	
Day: 6	

Task 1: write the rhyming words (2)

Cat -------- ---------- --------- ----------

Task 2: complete the dialogues of greetings. (2)

St. 1 Hello, ______________________________ .

St. 2 ______________________________ .

Task 3: Write one thing which you can do and one thing which you cannot do. (1)

____

Task 4: Combine the following sentences by using AND. (2)

a. -Asim is going to school.
   -Raza is going to school.

____

b - I like fruits .
  - I like ice cream.
  - I like cake.

____

Task 5: Read the question and write YES or NO. (3)

Can a dog fly? ________
Can a duck eat? ________
Can a bird sleep? ________
Can a cup run? ________
Can a car sleep? ________
Can a kite fly? ________

Lesson Plan
(English)

Level: 2

Term: 1

Week: 3

Communication	Reading	Writing	Assess.
▪ Ask and answer –(**How many)** ▪ Guessing game (short responses)	▪ Understanding Questions **"Which one?"** ▪ Text: **"Ali khan's family"**	▪ Paragraph Writing **(My self)**	×

Level: 2 Term: 1 Week: 3 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to:
   - form questions
   - answer about the things and animals and their numbers.
2. **Functions:** Asking questions and identifying numbers
3. **Activity:** Ask and answer (how many)
4. **Material:** Worksheet (**Find the animals**)

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5. **Procedure:**

a. **Warm up**

Put different things on your table. Ask few questions about them.

e.g. How many books are there on the table?
How many pencils are there on the table?

b. Distribute the picture pages among the students.
Ask them to identify the animals in the picture.
Keep on writing the names of animals on the board.

c. **Ask and Answer**

Ask as many questions about the animals as you can.

e.g. **How many lions are there?**
How many fish are there?

d. **Role Play**

Call any two students and tell them to ask and answer about the animals, using "how many"

e. **Further Practice**

You can also add these types of questions just to revise prepositions.

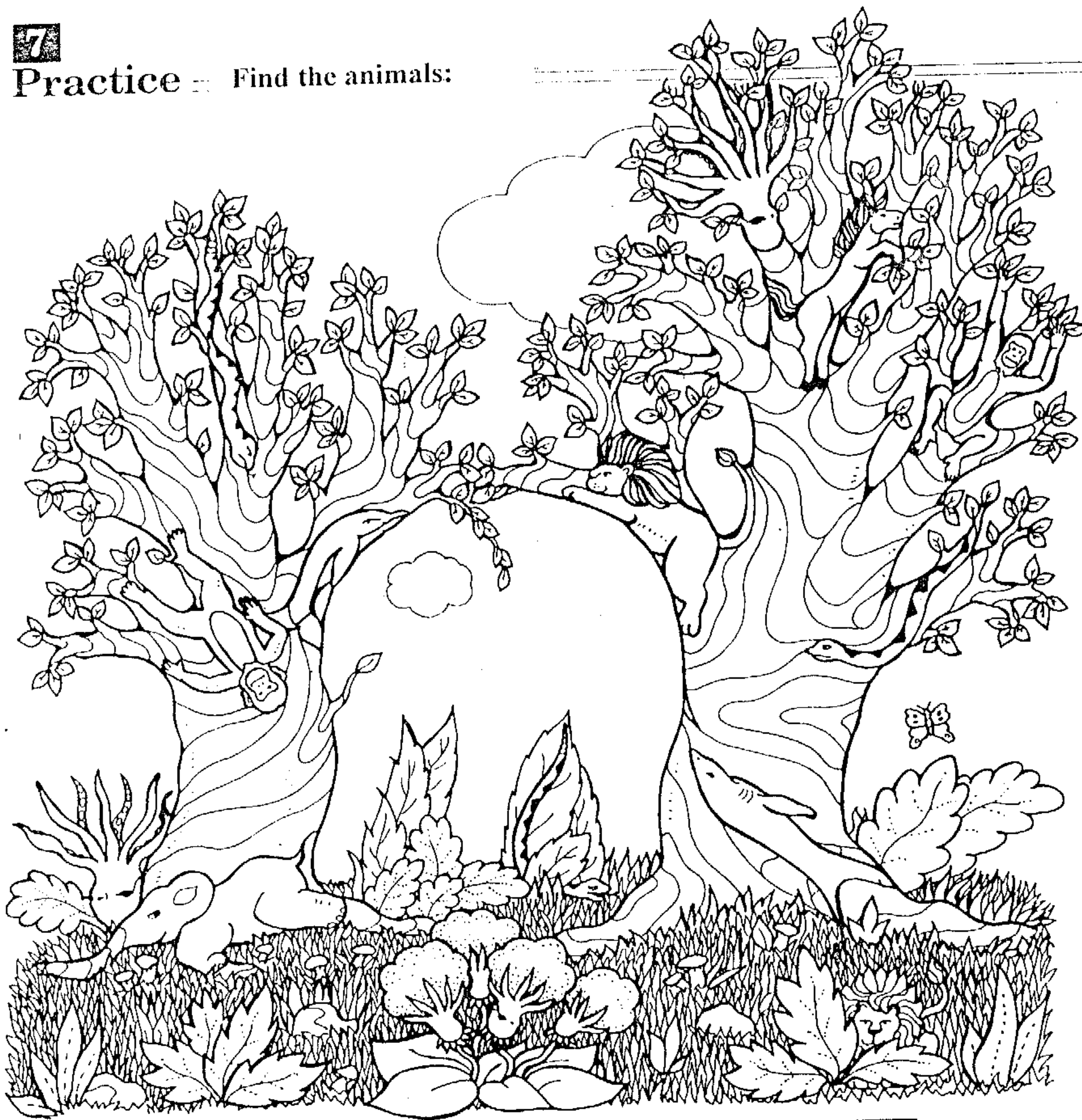
Can you find them where they are?
Is it under/above/near/on the __________?

6. **Follow up:**

Ask them to write few sentences about the number of any four animals and their numbers.

7

Practice

Find the animals:

How many lions are there?
There are two.

1 Find the animals. Tell a classmate:

S1: There's *a lion* in the picture.
S2: Where?
S1: Here.

2 Ask and answer the questions:

S1: How many *lions* are there?
S2: There are *two.*
S1: Where are they?
S2: Here and here.

Level: 2 Term: 1 Week: 3 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to ask answer and give short responses
2. **Function:** Using short responses in speech
3. **Activity:** Guessing game **(short responses)**
4. **Material:** Class Board

---

6. Procedure:

a. **Presentation**

Tell them that they are going to play a guessing game with their teacher.
First you take start and write the word "Food" on the board then, take a slip of paper. Write any food item on it and hide it in your hand. Tell your learners that they will guess by asking following questions. Be particular in using contraction and rising/ falling tone in short responses.

Questions.	**Response**
Is it a fruit?	No, it isn't.
Is it a bakery item?	No, not all.
Is it round in shape?	Yes, it is.
Is it sweet/sour/spicy?	Yes..

b. Now you make groups. Each group writes any item one by one and hide. This is the turn of the teacher to guess. So you ask questions and they answer using short responses.

c. **Further Practice:**
Following topics or more should be taken for further practice
a) T.V programme.
b) Drinks.
c) Places.
d) Personality.

d. You can switch on the role. Call one of the students and ask them to play game with the class. S/he will write on the slip and rest of the students will ask questions for guessing. If they succeed in guessing, then show them the slip in your hand and clap for the winner.

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Free Writing ------- 5Mins.

Level: 1 Term: 1 Week: 3 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - Read and understand.
   - Differentiate between question and statement.
2. **Skill:** Reading Comprehension.
3. **Topic** Classifying information (**Which One?**)
4. **Material:** Worksheet of text.

5. Procedure:

a. Warm up

Write two sentences on the board, one question and one statement and explain the difference of the two.

e.g.

This is my doll.
Which one is your doll?

b. Reading Comprehension

- Distribute the activity page to the learners.
- Explain the activity and ask them to read.
- Instruct them to work in pairs.
- For the first two questions, ask them orally and check.
- Rest of the items will be done by the learners, themselves with the pair consultation.

c. Feed back

- Take feed back orally for each item.
- Move around and see the work on their sheets.

d. Vocabulary

- Ask about the words with circles.
- Tell them to write words for the pictures, they have encircled.
- When they finish writing, ask each word one by one and write it on the board.
- Explain and clear the concept of the words in different ways.

6. Follow up:

Ask them to transfer all the words in their H/Work copies.

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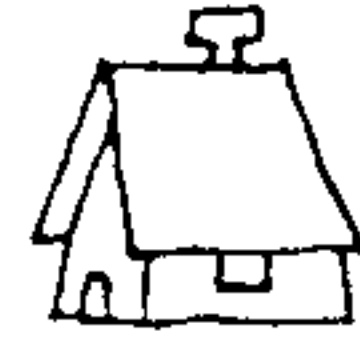
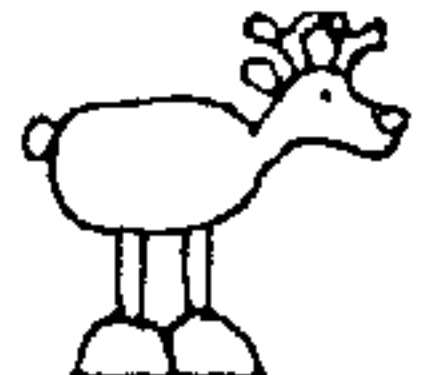
Free Writing ---------------- 5 Mins.

Term: 1 Week: 3 Day: 3	Text	Reading

Which one?

Draw a circle around the right answer.

1. Which one can you eat?
2. Which one lives at the zoo?
3. Which one is hot?
4. Which one can jump?
5. Which one is soft?
6. Which one can run fast?
7. Which one can fly?
8. Which one lives in a pond?
9. Which one can you ride?
10. Which one is cold?

Skills: classifying information; understanding questions

Level: 1 Term: 1 Week: 3 Day: 4	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- Read and understand the text.
- Skim and scan

2. Skill: Reading Comprehension. (Silent Reading)

3. Topic: **'Ali Khan's Family'**

4. Material: Text page **(Ali Khan's Family)**, work sheet.**(About Ali khan)**

5. Procedure:

a. Pre-Reading
Ask some questions from yours students about their family members.

b. Reading Comprehension

Distribute text page and worksheet.

Task I Write the names (fast reading).

Task II Write or Wrong

Task III Read with attention and put the things in their bags.

Peer correction and Feed back follows each task.

c. Reading Aloud (follow the given procedure)

6. Follow Up

Write the names of things which Ali's sister and brother have bought.

Level: 2
Term: 1
Week: 3
Day: 4

Text

Reading

Ali Khan's Family

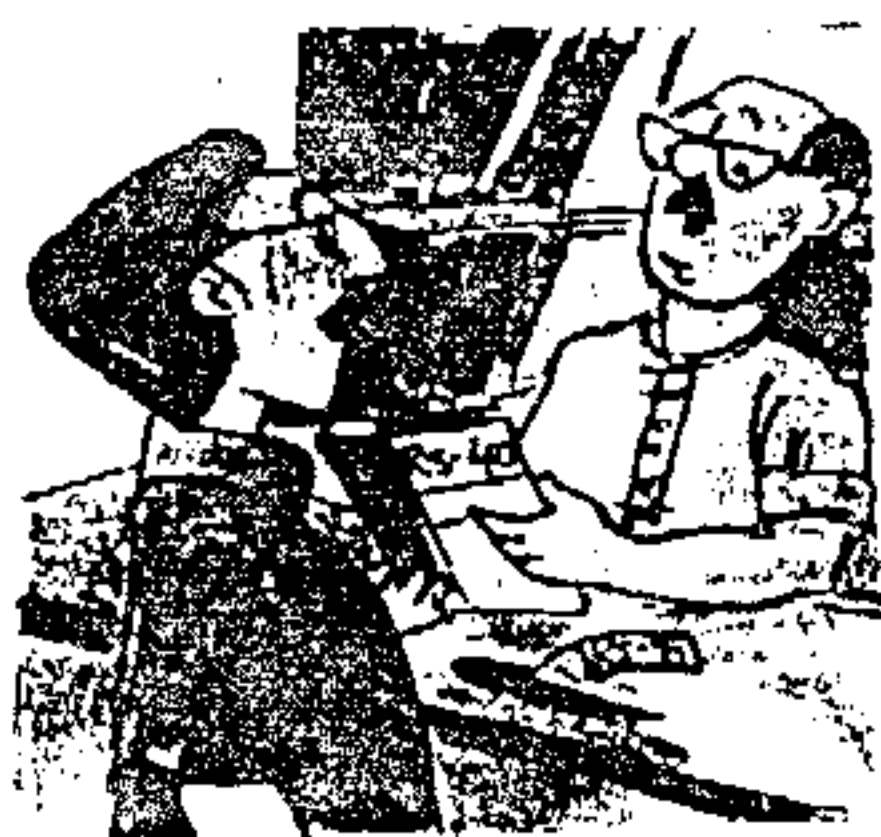
Mr. Khan
(father)

Ali Khan

Mrs. Khan
(mother)

Sara Khan
(sister)

Amin Khan
(brother)

The Khan family goes shopping.

Mr. Khan buys a book and a pen.

Mrs. Khan buys eggs and bread.

Amin buys a ball and a kite.

Sara buys a doll and two sweets.

Level: 2 Term: 1 Week: 3 Day: 4	Worksheet (About Ali Khan)	Reading

Task I Read the text and write the names.

Father ____________________

Mother ____________________

Brother ____________________

Sister ____________________

Task II Read the text again an put Yes for right and NO for wrong sentences

1. Mr. Khan buys a ball. ________
2. Mrs. Khans buys eggs. ________
3. Sara buys a book. ________
4. Amin buys a kite ________

Task III Read again and write the names of those things which they buy. Put those things in the their bags.

Father

Mother

Amin

Sara

Ali Khan

Level: 2
Term: 1
Week: 3
Day: 5

Lesson Plan **Writing**

1. Objectives

To enable the learner to:
- write simple sentences in a form of paragraph.
- describe about a person.

2. Function: Describing a person.

3. Activity: Paragraph writing **(My self)**

4. Material: Class Board

5. Procedure:

a. **Pre Writing**

Ask from your students the following questions.

1. What is your name? Introduce yourself.
2. What is your age?
3. What is the name of your school?
4. In which class are you studying?
5. What is the name of your teacher?
6. What game do you like to play?
7. What is your favourite food?

b. **Copying**

Write the following on the board and ask your students to complete it first orally then on their exercise copy.

My name is ________. I am ________ years old. I am a student at ________ School. I am studying in class. ________ My teacher's name is________. The game I like playing is ________. My favourite food is________.

c. **Writing**

Ask them to sit with their friends and work in pair.
They will ask questions from their partners to take personal information and write about their friends in a form of a paragraph.

d. **Peer Correction**

When they finish writing ask them to exchange their copies and check the following.
- Every sentence begins with a capital letter.
- Every sentence finishes with a full stop.
- Every name of a person begins with capital letter.
- Check the spellings.

e. **2nd Draft**

Ask them to rewrite a paragraph about their friend. they will correct their mistake and write correctly.

6. Follow up

Ask them to rewrite the same paragraph neatly in their homework copies.

Lesson Plan
(English)

Level: 2

Term: 1

Week: 4

Communication	Reading	Writing	Assessment
• Rising and falling tone in speech. • Phonics – short sound of **e**.	• Extensive reading (selected story books)	• Sentence writing and describing activities.	Yes

Level: 2 Term: 1 Week: 4 Day: 1	lesson plan	Communication

1. Objectives: To enable the learners to:
- Use language properly.
- Speak in rising and falling tone.
- Identify where to stress the word in a sentence.

2. Function: Rising and falling tone in speech

3. Activity: Drill and practice

4. Material: A chart which contains sentences with stress and intonation pattern (write in colours also in bold letters)

---

5. Procedure:

a. Explain to your learners that stress and intonation give meanings to the language. Rising and falling tone in the speech bring rhythm and fluency in speaking.

b. Put up a chart on the board, which shows the following examples. Words on which main stress falls are written in capital. Use colours to highlight the words. Do not write the lines in bracket.

- **This is a PEN.** (talking about only pen)
- **This is a BLUE pen.** (blue is important not pen.)
- **Is this YOURS?** (importance on question and also on possession)
- **NO, it's NOT mine.** (total negation)
- **This is my BROTHER pen.** (shows possession)

Say the sentences aloud one by one and students listen and also explain the meanings given in brackets.

c. **Choral Drill**
Ask them to repeat after you in chorus. Tell them that the words in capital will be pronounced in rising tone. You say these words properly and ask them to follow.

d. **Individual Practice**
Call the learners one by one and ask them to pronounce each sentence individually, putting stress on the words written in capital letters. When the cycle is complete, write some more examples on the board and follow
the same procedure for practice.

e.g. I want a BOOK.
- WHICH book please?
- I want GREEN one.
- Is that YOUR book?
- YES, it is.

e.g.
- I have a DOG.
- WHICH dog?
- The BLACK one.
- WHAT do you call it,
- Its name is JACKY.
- NICE name.

Note: If time permits, you can add more examples for practice

Level: 2 Term: 1 Week: 4 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to practise the short sound of –e-.
2. **Function:** Practising the sound
3. **Activity:** Colouring and Drill
4. **Material:** Work sheet (**short –e-**), a chart of the rhyming lines

5. Procedure:

a. Presentation

Introduce the short sound of –**e-** and write the words elephant, egg.
Ask them to add some more rhyming words to the list.

b. Oral Practice

Write the poem on the chart and display it on the board.
Give your learners choral drill in a rhythmic way.

Ben's Ten Hens

Ken had a **hen**

and **Jen** had a **hen.**

But **Ben** had **ten.**

When **Ken** and **Jen**

And **Len** met **Ben,**

How many **hens**

Did they all have **then**?

c. Consolidation

- Ask them to copy the poem from the board.
- Tell them that the words that have short –e- sound should be written in colour pencil or marker.

d. Worksheet Follow the procedure given on the worksheet.

6. Follow up: Ask them to copy the words of short –**e-** sound from the poem and the worksheet

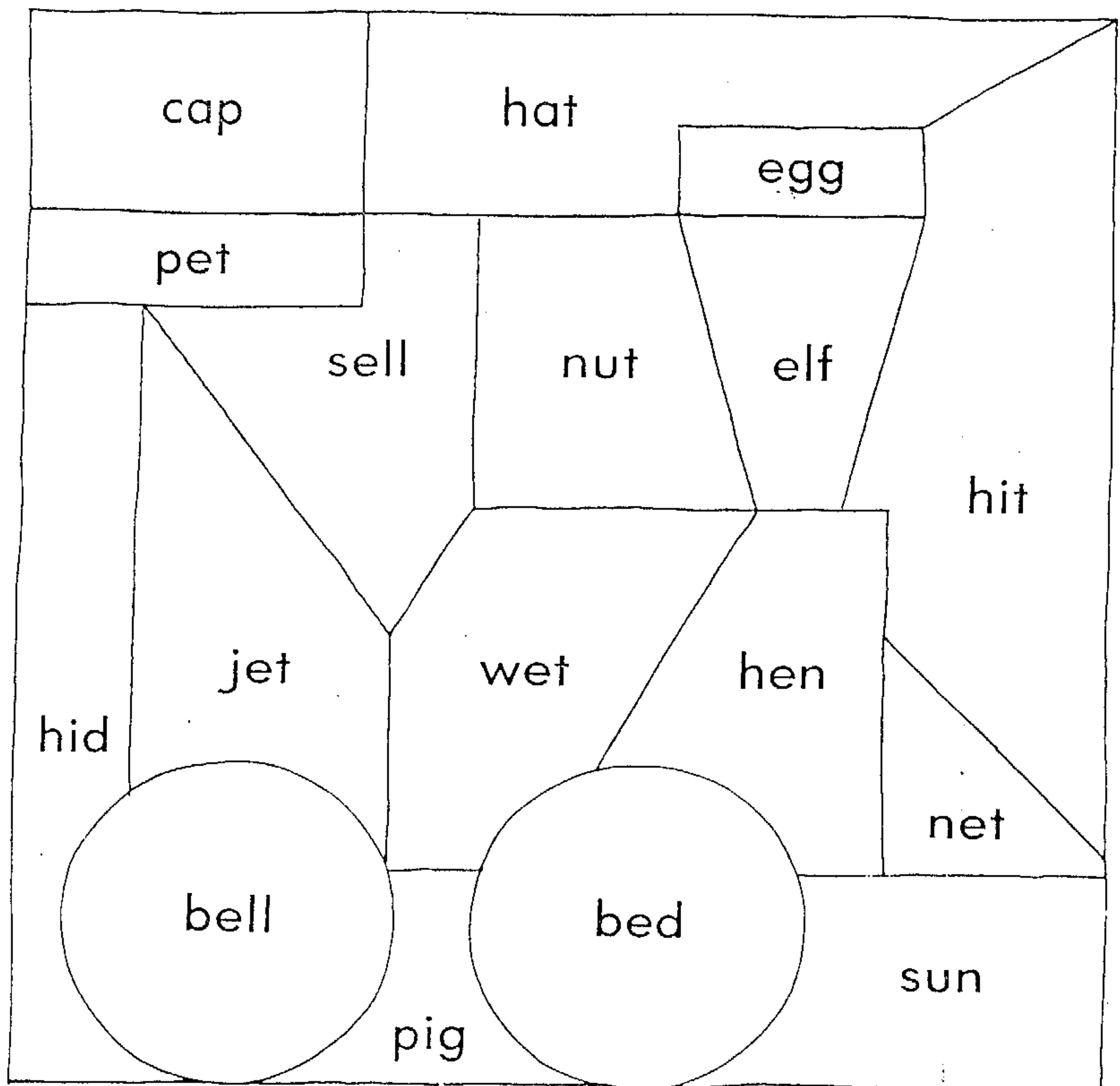
....

Free Writing ------- 5Mins.

Short e

Short e is the sound you hear at the beginning of elephant.

elephant

Say the words. Color the spaces that have the short e sound. What do you see?

Skill: recognizing the short e sound

Level: 2 **Term: 1** **Week: 4** **Day: 3**	**Lesson Plan**	**Reading**

1. **Objectives:** Extensive reading enables the learners to:
   a) Enjoy reading.
   b) Read for pleasure and not for learning.
   c) Read with fluency and speed.
   d) Nurture a love for reading.
2. **Skill:** Extensive Reading.
3. **Topic:** Selected stories.
4. **Material:** Selected storybooks from school library.

---

5. **Procedure:**

a. **selection of story book.**
- Select story books or poems or information text.
- Keep the level and interest of the learners in consideration.
- You can select yourself or you can ask the learners what they would like to read.
- Material should be collected before the class begins.

b. **Motivation.**
- Make them aware that they cannot learn a foreign language without reading some more material or books.
- Create a confidence that they can understand the stories without knowing the meaning of some words.
- Explain them that they are reading for pleasure and not for class work or examinations.

c. **Procedure.** (While Reading)
- Make groups – taking three members in each group or make pairs.
- Distribute one book/copy of material to each group or pair.
- Allow them to read aloud One of them reads in a group and the other two listen and keep on changing the turn of reader.
- Train them to guess the meaning themselves and don't tell them the meaning.
- Encourage them to use dictionary quickly but not very often only once or twice.
- Teach them to focus on main ideas and information and overlook details.
- Help them to read in phrases and sentences instead of reading each word separately.
- Keep on walking and moving around to have a watch and provide support.
- Tell them that they will finish their reading 0 minutes before the period ends.
- Every group will give feed back in the last 10 minutes.

d. **Feed back.**
- Set a task on reading. Draw a grid on the board and ask about the following.
  First take feed back orally, then ask them to write in the column.

Name/Title of the book	Pages read	what they liked	disliked

6. **Follow up:**
Ask them to write the same what they have discussed in their feed back

....

Free Writing ------- 5Mins.

Level: 2 Term: 1 Week: 4 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** To enable the learners to:
   a) Recognize the words and their concepts.
   b) To use vocabulary in sentences.
   c) To write sentences
2. **Function:** Describing actions and activities.
3. **Activity:** Sentence writing.
4. **Material:** Work sheet (**The Picnic**)

5. Procedure:

a. Pre – writing.

- Talk about picnic – take their opinions about picnic.
- Distribute work sheet and discuss about the persons and activities and the environment in the picture. Ask as many questions as you can.

e.g.

1. What do you see in the picture?
2. What are the children doing?

b. Task 1

- Read the words. Draw a circle around the ones that tell about the pictures.
- Help them in constructing the sentences and also write a few on the board.

c. Task 2

(writing sentences)

- Write the sentences about the picture. Use some of the words you have circled.

d. Writing

Ask them to take out their class work copy and write at least ten sentences about the picture, using some of the words they have circled. They can write more if they like.

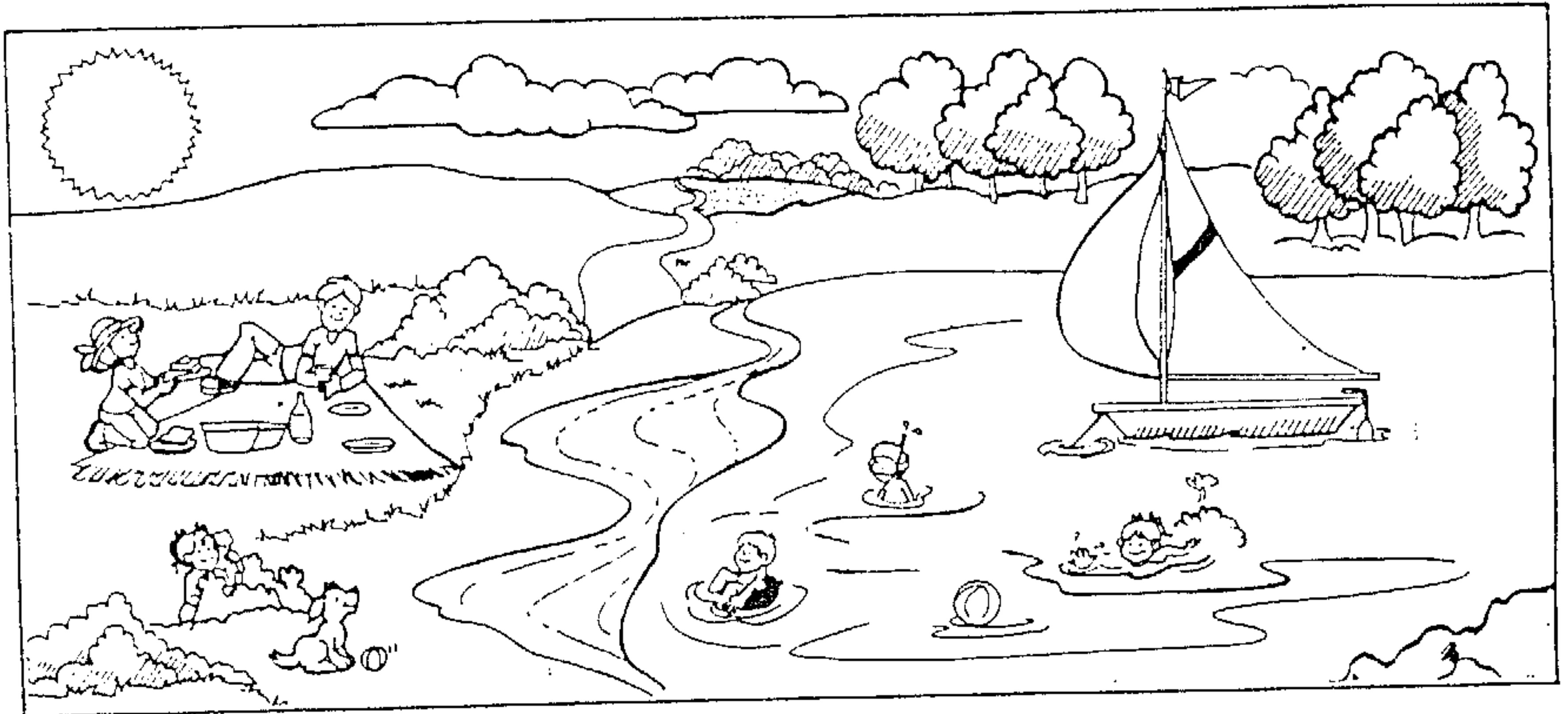
e. Peer checking and Feed back

During the feedback ask them to review their sentences and check the following themselves.

- Margin line
- Date
- Capital letters at the beginning of the sentences and (.) at the ending.
- Spellings

6. Follow up.

Ask them to rewrite the sentences in their H/work copies.

Term: 1 Week: 4 Day: 4	Worksheet (The Picnic)	Writing

Read the words. Draw a circle around the ones that tell about the picture.

lake	car	store	play
sand	boat	school	sun
city	trees	beach	cat
picnic	dog	read	swim

Write a sentence about the picture. Use some of the words you circled.

____

____

Skill: reviewing sentence writing skills

Level: 2
Term: 1
Week: 4
Day: 6

Assessment

Task 1: Draw ☐ around the words which have short –e- sound. (2)

cat pet sell nut

bell sun hen hit

Task 2 Write the answers. (2)

1. How many boys are there in your class?
____

2. How many girls are there in your class?
____

Task 3: Draw a circle around the right answer. (2)

I. Which one can you eat? orange , ball , doll

II. Which one can run fast? elephant , tortoise , deer

III. Which one is soft? apple , banana , pear

IV. Which one can you write? bicycle, hen , house

Task 4: Write about yourself in complete sentences. (4)

Name: ______________________________

Age: ______________________________

School: ______________________________

Town/Village: ______________________________

Lesson Plan
(English)

Term: 1
Level: 2
Week: 5

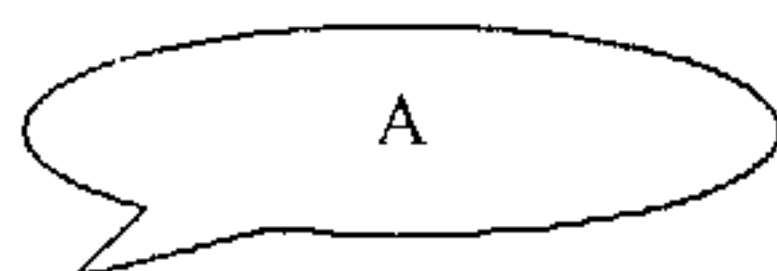
Communication	**Reading**	**Writing**	**Assessment**
• Requesting for something and saying "Thank you". • Listen and find	• Text- **Usman** • Reading aloud.	• Describing actions. Focus on "**ing**" form.	×

Level: 2 Term: 1 Week: 5 Day: 1	**Lesson Plan**	**Communication**

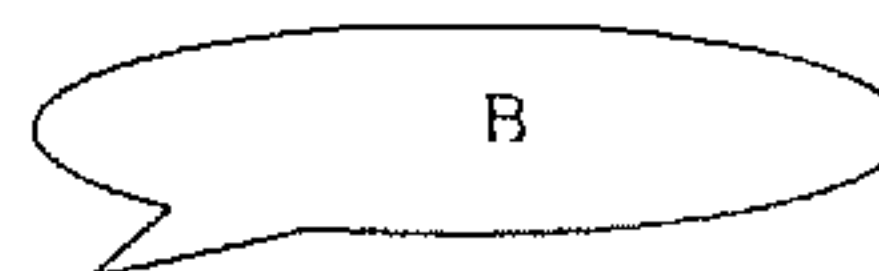
1. Objectives:	The learners will be able to make request for something and say thank you.
2. Function:	Requesting for something and saying thank you.
3. Activity:	Dialogue practice
4. Material:	Classroom objects, C/Board.

5. Procedure:

a. Presentation

- Write the names of some classroom objects on the board.
  Pen, Book, Pencil, Chalk, Sharpener.
- Draw speech bubbles on the board and write a dialogue under each.

- "May I have your book, please?"

- "Yes. Sure, here it is."

- "Thank you"

Dialogue Practice

- Say each line in rising and falling tone and ask your learners to repeat after you
- Say the line of speech bubble-A and the class says the line of B. (practice it many times)
- Then class says the line of A and you say the lines of B
- Continue practice using other item in place of book.

c. Further Practice

- Go to your students and ask for something.
  e.g.
  Tr.: May I have your __________?
  St.: Yes. Sure, here it is.
  Tr.: Thank you.

d. Role Play

- Collect few things from the students and put it on the table.
- Call two students at a time. Both of them ask and answer using the same dialogue.
- Continue with this activity with all the learners of your class.

Level: 2 Term: 1 Week: 5 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learner will be able to listen and follow
2. **Function:** Understanding the listening text
3. **Activity:** listen and find
4. **Material:** work sheet No. 1,2 **(What are they)**

5. Procedure:

a. Procedure:

- Distribute worksheets among the students and ask them to prepare for listening
- Talk about each picture before starting the task of listening
- You should read aloud with comfortable speed and read each statement twice.

b. 1st listening (Task 1)

- Ask them to listen. First you will say the number of each line and then say the Sentence. Students will find the pictures and give it the Number you have just said.

c. 2nd listening (Task 2)

Listen and mark (✓) for right sentence and (X) for wrong sentences.
Ask them to listen again and do the task.

- Peer-checking and feed back follows each task

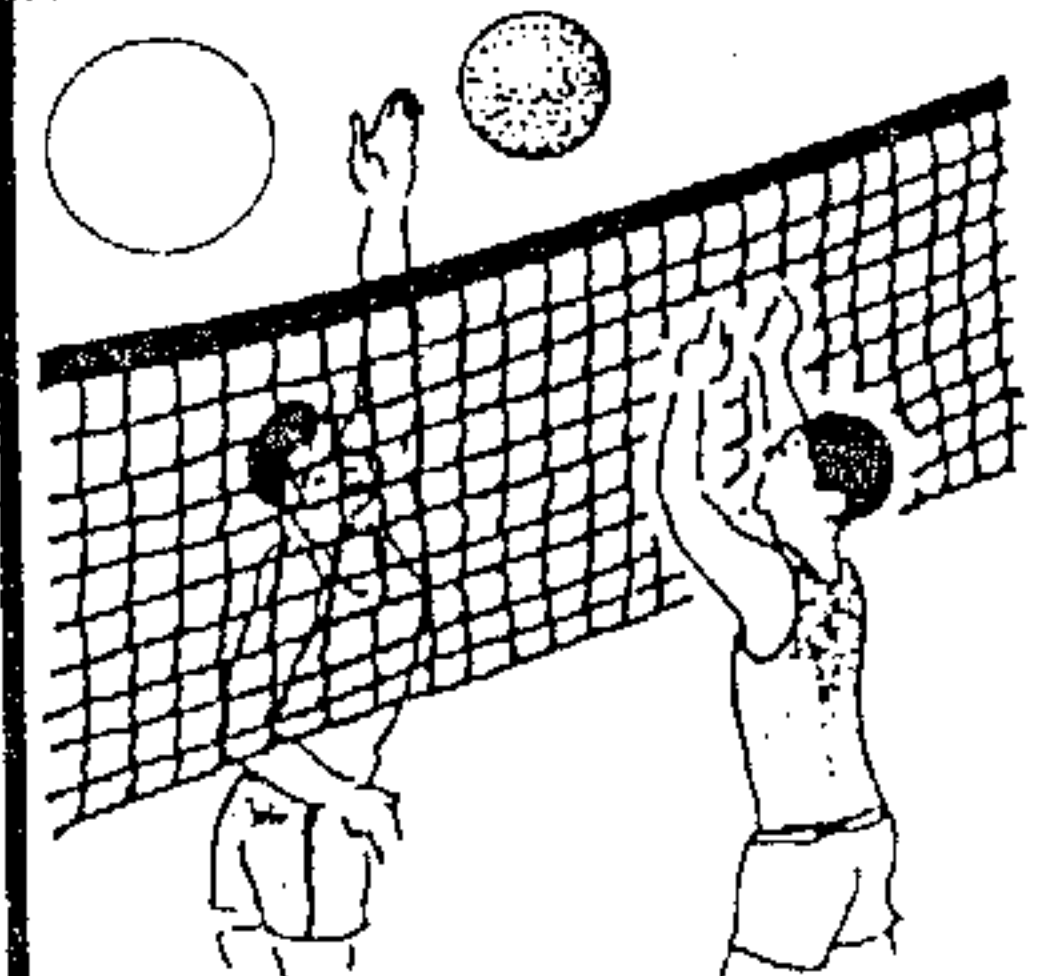
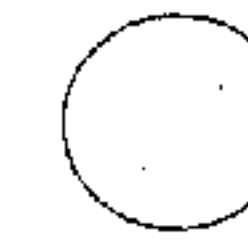
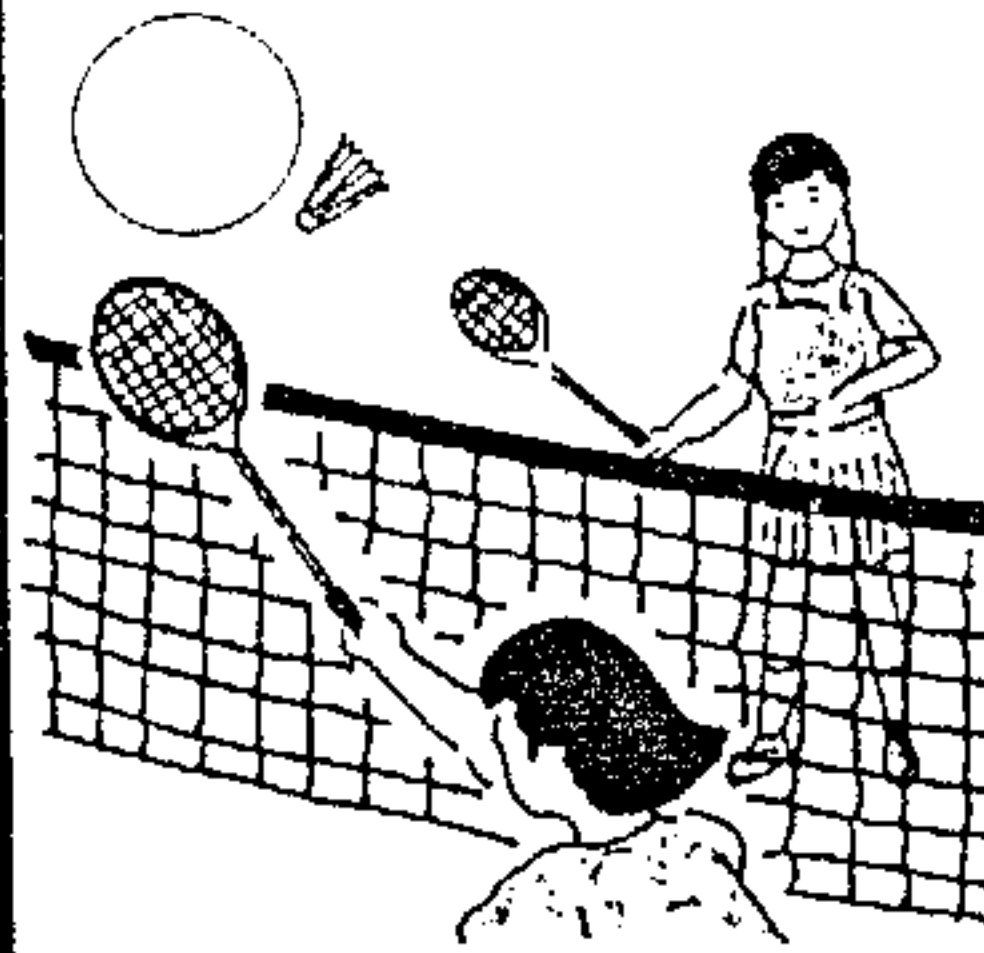
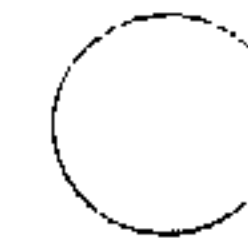
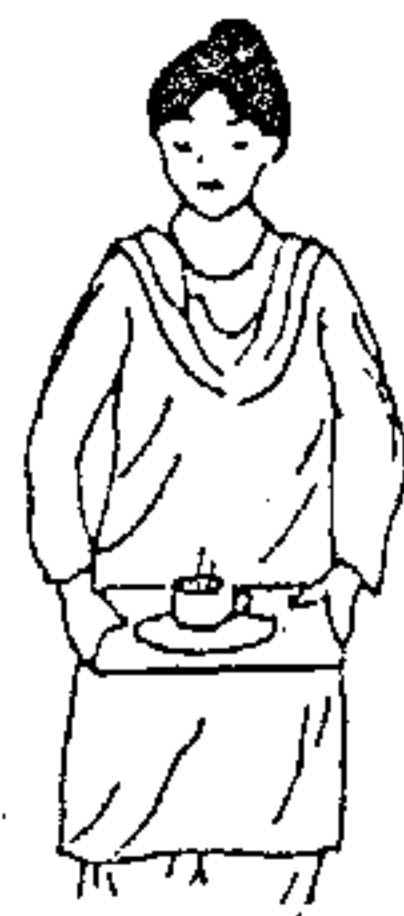
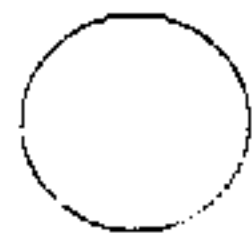
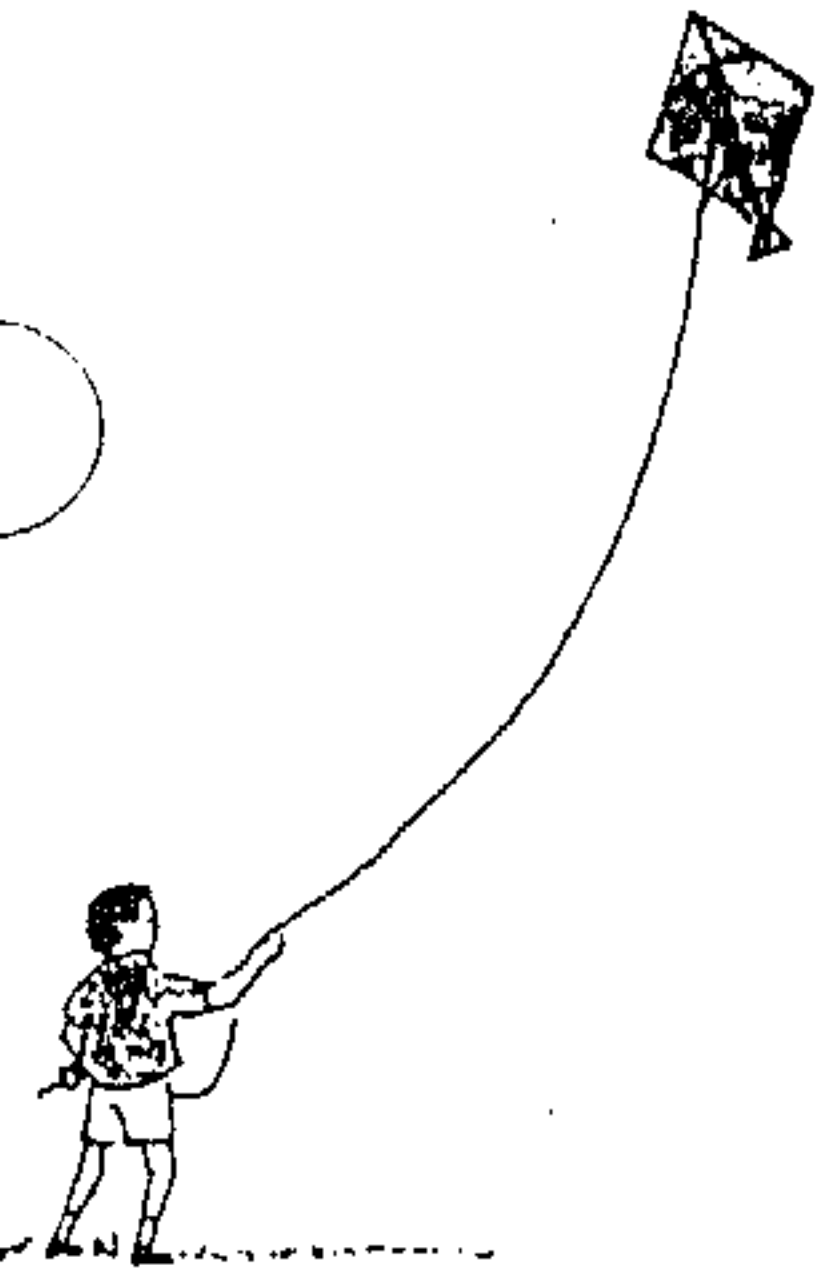
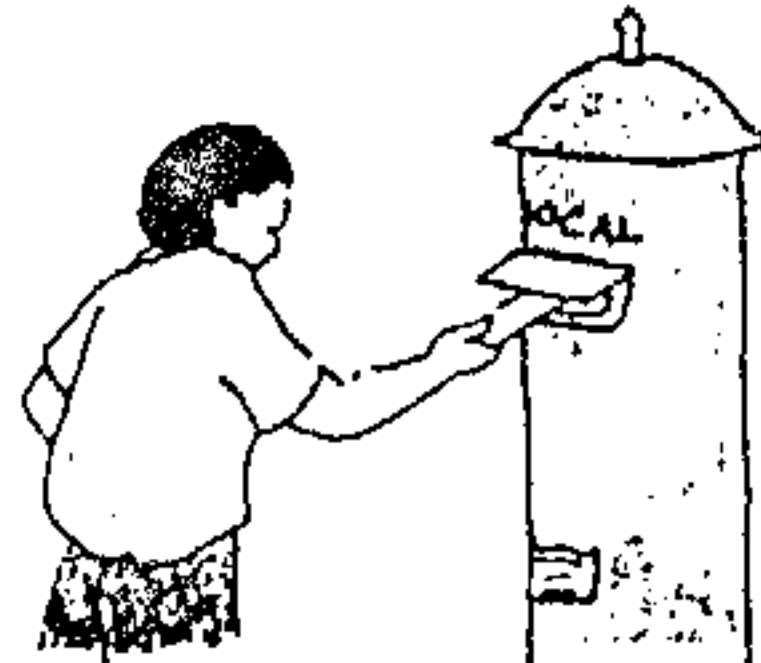
6. **Follow up:** Copy Task 2 in your homework copies

Listening Test

1. **The boys are playing volleyball.**
2. **The girls are playing badminton.**
3. **The boy is flying his Kite.**
4. **The man is cutting a piece of wood.**
5. **The man is waving a flag.**
6. **The man is driving a jeep.**
7. **The boys is catching a fish.**
8. **The dog is fighting a cat.**
9. **The boy is posting a letter.**
10. **The man is cutting the boy's hair.**
11. **The woman is bringing a cup of tea.**
12 **The teacher is writing in the black board**

Free Writing ------- 5Mins.

Level: 2 Term: 1 Week: 5 Day: 2	**Worksheet** **(No. 1)**	**Communication**

Task 1: **Find the correct number**

Level: 2
Term: 1
Week: 5
Day: 2

Communication

Worksheet- No.2
(What are they doing)

Task II: Mark tick ✓ for correct sentences and put cross ✕ for wrong sentences

1. The boys are playing volleyball. ______________
2. The girls are playing hide and seek. ______________
3. The boys are flying kites. ______________
4. The man is cutting a piece of wood. ______________
5. The boy is waving a flag. ______________
6. The woman is driving a jeep. ______________
7. The boy is catching a fish. ______________
8. The dog is running after the cat. ______________
9. The girl is posting a letter. ______________
10. The man is cutting the girl's hair. ______________
11. The woman is making a cup of Tea. ______________
12. The teacher is writing on the board. ______________

Level: 2 Term: 1 Week: 5 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read and understand
- skim and scan
- grasp vocabulary

2. Skills: Reading Comprehension.

3. Topic: 'USMAN'

4. Material: a) Text attached. b) Pictures of a tractor and a man digging earth with bull-driven plough. c) Worksheet

5. Procedure:

a. Pre-Reading Distribute the text page.
- Talk about pictures and ask your learners to write the name of the things in the pictures.
- Help them by asking questions

e.g.
1. Who is standing?
2 Is there any house?
3 Do you see any clouds?

- Also write the names of pictures on the board.

Tree, Clouds, Plough, Man, Boy, Wheel, Hat, Cow, Tools

b. Vocabulary
- Write the word 'PLOUGH' on the board.
- Pronounce and give drill to the learners.
- Show the pictures of the tractor and the bull-driven plough.
- Say the Following sentences by pointing toward the pictures;
  a) This is a tractor and it is a machine that digs the land for growing crops.
  b) This is a plough, which also digs land for crop, and it is driven by bulls.

C Worksheet.

Task I Choose the right answer

Reading Comprehension

Task II (Fast reading for general understanding)

Task III Read and re-read for comprehension.- Right and Wrong

Peer checking and feed back follows each task

6. Follow up: Repeat task III and write the correct sentences

....

Free Writing --------------- 5 Mins.

Usman

Usman is in his village. This is his house.

It is small but it is beautiful.

Usman's father is mending a plough. Usman is helping him. There are big clouds in the sky.

'Get the plough ready quickly, Father! The rain is coming!'

Level: 1 Term: 1 Week: 5 Day: 3	Worksheet (Usman)	Reading

Task I: **Tick the right answer:**

Plough means;

- cutting the crop
- digging land for crop
- sowing seed for crop

Task II: **Look at the text and tick the right answer:**

1. This is a text about __________
   - Usman
   - Village
2. Usman is a;
   - Son
   - Father
3. Who said ? - "Get the plough ready the rain is coming"
   - Father
   - Son

Task III: **Put (✓) for correct sentences and (X) for wrong sentences.**

- Usman is in his village.
- Usman's father is ploughing.
- The plough is broken.
- It is raining.

Task IV: **Complete the sentence by choosing correct answers.**

Usman's father is mending a plough because the plough is ________. (dirty, new, broken)

Level: 2 **Term:** 1 **Week:** 5 **Day:** 4	**Reading**

1. Objectives: The learners will be able to read with fluency, speed and correct pronunciation.

2. Skill: Reading aloud

3. Topic: Usman (previous lesson)

4. Material: Text page (**Usman**)

5. Procedure:

a. Reading Aloud **(20 Mins.)**

Follow the procedure as suggested.

b. Reading Comprehension **(20 Mins.)**

Ask them to read the text silently and write the answers of the followings questions in their class work copies. (write the questions on the board)

1. Where does Usman live?
2. How does Usman's house look?
3. Who is mending the plough?
4. Why is Usman helping his father?
5. Is it raining?

6. Follow Up:

Repeat Task –b-

Level: 2 Term: 1 Week: 5 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- Write simple sentences
- Describe an activity
- Understand the sequence of events

2. Function: Describing actions

3. Activity: Actions in sequence

4. Material: Worksheet **(Describing)**

5. Procedure:

a. Pre-Writing

Ask from the students about the work they are doing in class e.g.
- What are you doing?
- What is he/she doing? (Pointing to someone else)

b. Presentation

- Write the words from the worksheet on the board. Pronounce the words properly and ask the learners to repeat after you.
- Ask about the meaning or understanding of the words. If they donot know, then clear the concept.
- Distribute the worksheets.
- Then ask questions about each picture.
- Take answer of each question from more than three students.
- Ask them to match the words, given in the box with the picture.

c. Writing (pair work)

Ask them to write one sentence for each picture.
- Peer correction and Feed back
- If time allows, tell your students to write each word of the box for five times for spelling practice.

6. Follow up: Ask them to write the same sentences in their H/work copies.

Level: 2 Term: 1 Week: 5 Day: 5	Worksheet	Writing

Describing

Write what is happening in each of these pictures.
Here are some words to help you:

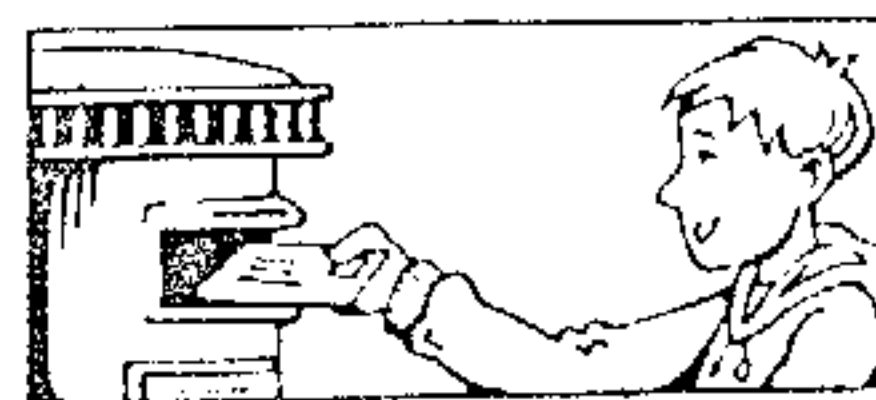
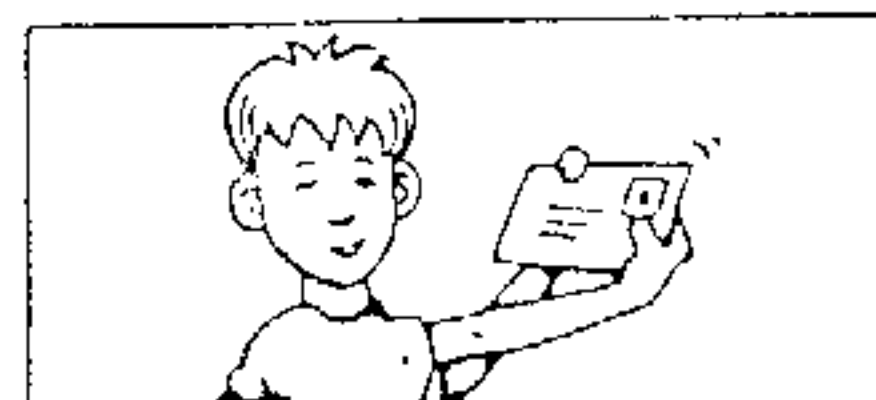
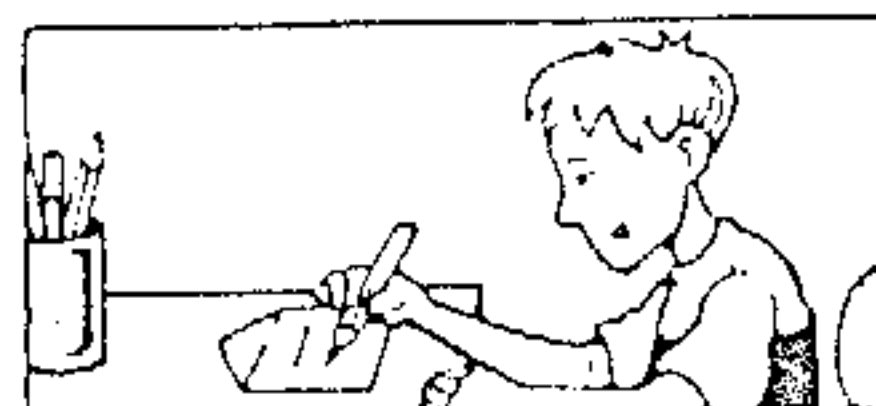
letter envelope address stamp postbox

____
____

____
____

____
____

____
____

____
____

Lesson Plan
(English)

Level: 2
Term: 1
Week: 6

Communication	Reading	Writing	Assessment
• Requesting and Refusing • Phonic: short i sound.	• Poem **"What is it?"**	• Sequencing the events. **"Smudge and Puppy"**	yes

Level: 2 Term: 1 Week: 6 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to request or refuse an invitation
2. **Function:** Requesting and refusing
3. **Activity:** Dialogue practice
4. **Material:** C/Board

---

5. **Procedure:**

a. **Presentation**

- Draw the speech bubbles on the board.
- Tell them how we request and how we refuse.
- Say each line of the dialogue aloud and the class repeats. (many times.
- First you say the dialogue of **St. 1** and the class says the dialogue of **St. 2.**
- Then change the situation. You say the dialogues of **St.2** and the class says the dialogues of **St.1.** Give practice.

b. **Role Play**
- Call two students and ask them to exchange the dialogues (Practise).

c **Further practice.**
- Write a new reason for refusal. Erase the lines of dialogues
- Call a new pair and ask them to make request and then also refuse, using the written cues on the board
- Every time a pair will practises with the different situation .

▪ **I am playing.** ▪ **I am studying.** ▪ **I am watching T.V.** ▪ **I am eating lunch.**

Level: 2
Term: 1
Week: 6
Day: 2

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- recognize the short – **i** - sound
- pronounce the sound properly

2. Function: Practicing the short – i – sound

3. Activity: Drill and labelling

4. Material: Work sheet (**short –i-**)

5. Procedure:

a. Presentation

- Write the letter - i - and the word "igloo".
- Pronounce the sound of - i - and the word **igloo** more than once.
- Give them a drill in pronunciation.
- Ask them individually to pronounce the sound of – i - and igloo.
- Add more words in the list and give them practice.

b. Work sheet

Distribute the worksheet on **Phonic----short – i -**. Ask them about the pictures of the page and then ask them to:

- Identify the things in the picture.
- Label (write) their names.
- Do as directed in activity page
- Do peer checking.

c. Feed back

- Ask about the name of the things and write them on the board.
- Ask about those, which begin with – i – sound..
- Tell them to copy the words in their C/Work copies.

6. Follow up: Repeat the last step

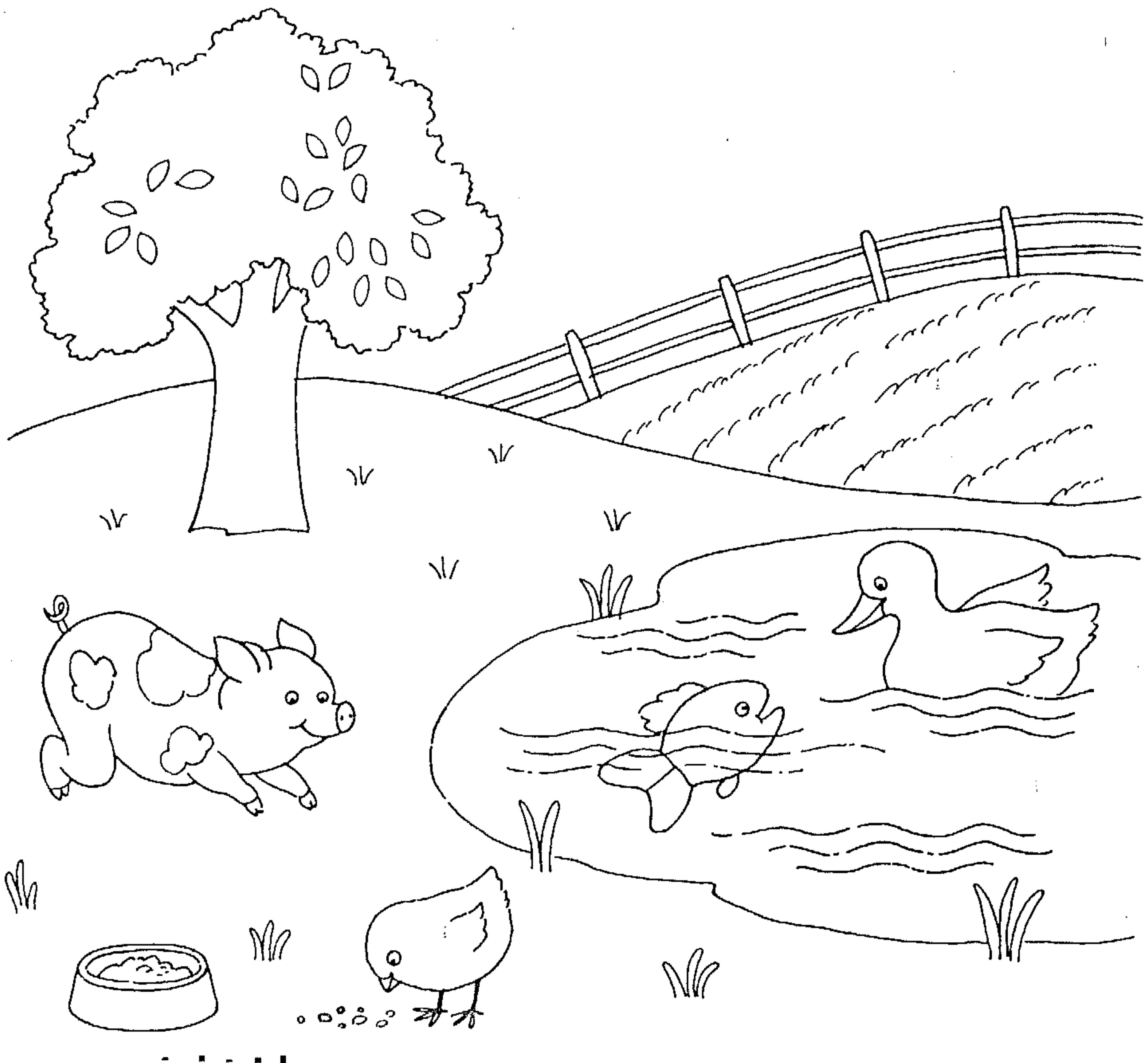
....

Free Writing ------- 5Mins.

Short i

Short i is the sound you hear at the beginning of igloo.

Look at the picture. What do you see? Find 4 things that have the short i sound. Color them.

igloo

Level: 2 Term: 1 Week: 6 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: Students will be able to:
- enjoy the rhythm of the poem.
- develop fluency of language.

2. Skill: Pleasure Reading

3. Topic: **What is it?**

4. Material: poem page **(What is it?)**

5. Procedure:

a Before reading.

- Distribute the poem page among the students and follow the same procedure as suggested for poem reading.

b. - Ask the learners to guess about the animal.

c. - Ask them to do the task at the end of the poem page (rhyming words). Students will also copy these words in their notebook under the heading of each vowel sound.
- Ask them to add more words under each.

6. Follow up:

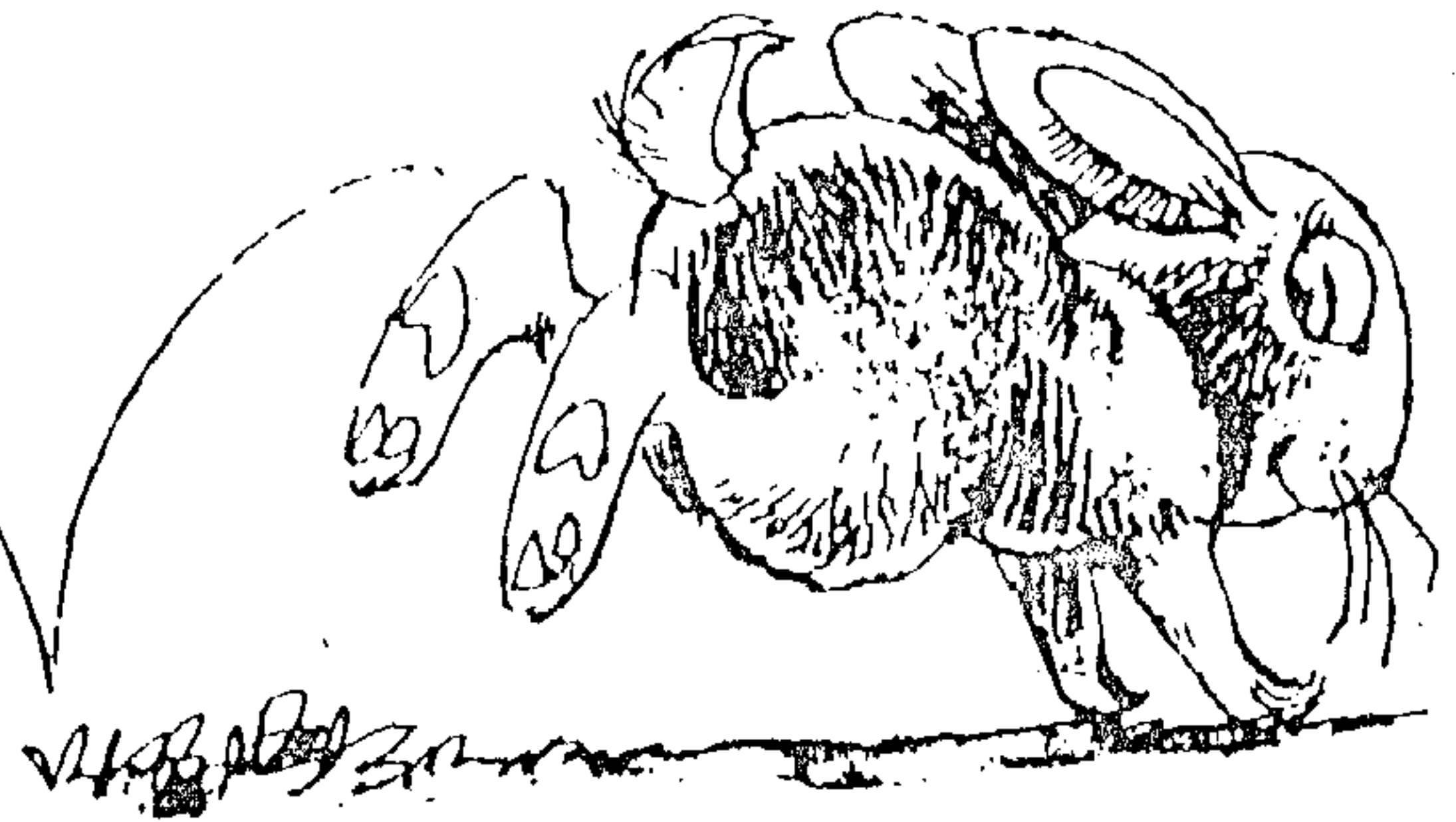
Students will draw the picture of a rabbit and copy the class work task in their home work copies.

....

7. Free Writing ------- 5Mins.

What Is It?

Tall ears,
Twinkly nose,
Tiny tail,
And—hop, he goes!

What *is* he—
Can you guess?
I feed him carrots
And watercress.

His ears are long,
His tail is small—
And he doesn't make any
Noise at all!

Tall ears,
Twinkly nose,
Tiny tail,
And—hop, he goes!

Read the poem and find the words that rhyme with the following:

tall tail

Level: 2 Term: 1 Week: 6 Day: 4	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to
   - Understand and write.
   - Write in sequence.
   - Understand the events.
2. **Function:** Sequencing the events.
3. **Activity** Reading and writing
4. **Material:** Worksheet (**Smudge and Puppy**), picture page.

5. **Procedure:**

a. **Pre Writing**
- Distribute worksheet about "**Smudge and Puppy**".
- Ask questions about the picture.

b. **Comprehension**
- Ask them to read the lines themselves (silently).
- Tell the students to stand up turn-by-turn and read aloud one line at a time.
- Explain the words "**Grab, Crash**" by actions.

c. **Writing (1st draft)**
- Ask them to sit in pairs and work on the story.
- Tell them to write the events that happen first in line No.1 and then follow according to the happening. Line No.4 tells the last event.

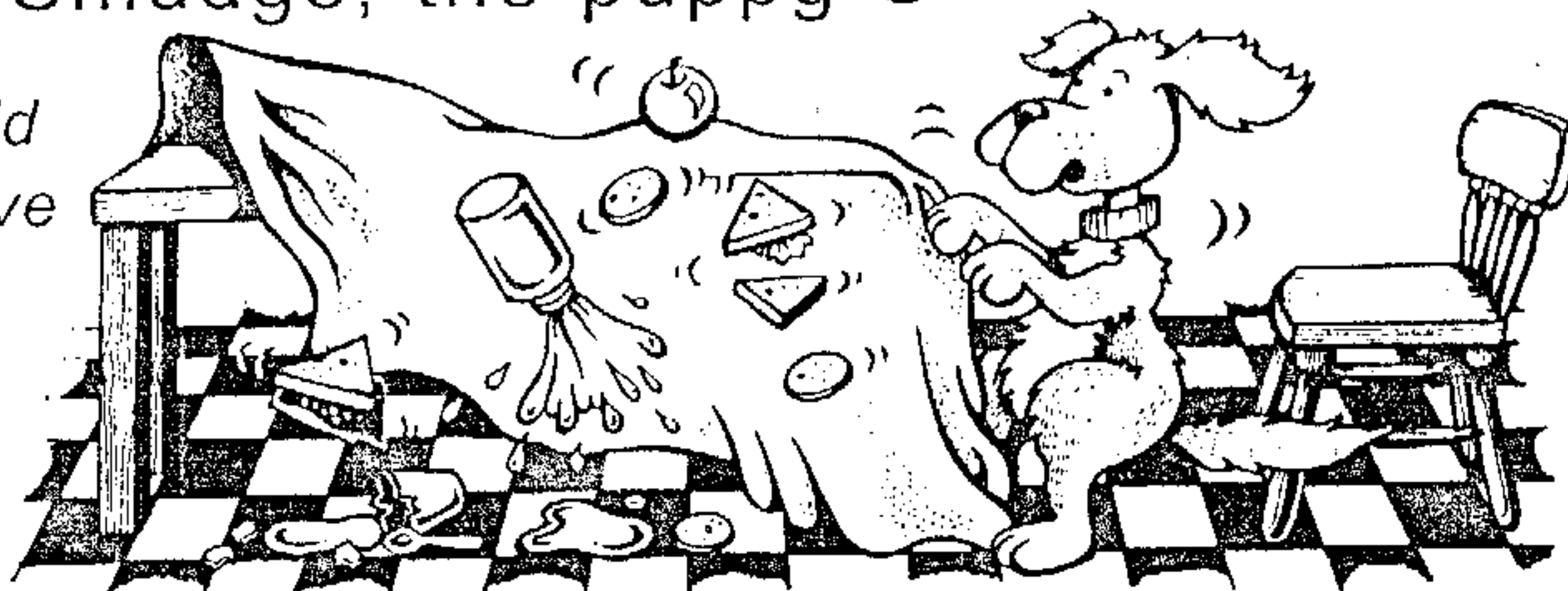
Peer checking and Feed Back
- After doing the peer checking they should be asked to read out their story to the class.

d. **Re-Writing**
- Ask them to write again in their C/Work copy and add some more lines about what Mum said when she saw the mess.
- Instruct them to be careful about:
  a) Date
  b) Margin line
  c) Capital letters and full stops.

6. **Follow up:**
Ask them to transfer whole story in their H/work copy.

Level: 2 Term: 1 Week: 6 Day: 4	Worksheet	Writing

Smudge, the puppy

These sentences should tell a story but they have been mixed up. Write them in the correct order below.

As he fell down, Smudge grabbed the tablecloth with his paws.
Smudge saw some food and a bottle of milk on the table.
Crash! All the food crashed on to the floor and the milk spilt everywhere.
He tried to jump on to the table but it was too high.

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

Now, write what you think Mum said when she came in and saw all the mess on the floor.

____

____

____

____

____

____

Level: 2
Term: 1
Week: 6
Day: 6

Assessment

Task 1: Complete the dialogues. (2)

a) Ask your friend to give you a ball.

____

b) What will you say after getting it?

____

Task 2: Write the words which have short –i- sound. (2)

Fish ----------- ----------- ----------- -----------

Task 3: Read the text and tick the right answer. (4)

Rehan lives in a village. His father is a farmer. He has a plough and he digs his land with it. He can mend his plough with his own hands if the plough is broken.

I. Rehan's is a farmer. ---------
II He digs his land with a tractor. --------
III Rehan can mend the plough with his own hands. --------
IV Plough is a machine for digging land. ---------

Task 4: Copy the sentences and put in correct order (2)

- I go to school everyday.
- I get up early in the morning.
- I eat breakfast.
- I brush my teeth.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

Lesson Plan
(English)

Level: 2

Term: 1

Week: 7

Communication	Reading	Writing	Assessment
• Phonics: short **o** sound • Short responses	• Text **"Who is this?"**	• Paragraph writing **(My House)** • Adjectives	×

Level: 2
Term: 1
Week: 7
Day: 1

Lesson Plan | **Communication**

1. **Objectives:** To enable the learners to recognize the short - **o** - sound
2. **Function:** Pronouncing the short sound of **O** correctly
3. **Activity:** Drill, Drawing
4. **Material:** Worksheet (**short – o - sound**)

5. Procedure:

a. Presentation

- Write the letter O and the following word on the board

  O Octopus

- Show the picture of Octopus if it is available.
- You pronounce and students repeat in chorus.
- Add some more words of short –o- sound

b. Oral Practice.

Write the following rhyming lines on the board and give them a choral drill.

<u>Hot Fox</u>

Box, box, box,

Hop, hop, hop,

Jog, jog, jog,

Up to top,

Are you too hot, fox?

This is just the job.

- Ask them to copy the poem in their C/Work copies.
- Ask them to write the words with the short - **o** - sound with color pencil or marker.

c. Further Practice (Work sheet)

Distribute the work sheets and follow the procedure, given in the work sheet. Ask them to copy the words of – **o** - sound from the poem on the work sheet.

6. Follow up:

Repeat task – **c**- for home work

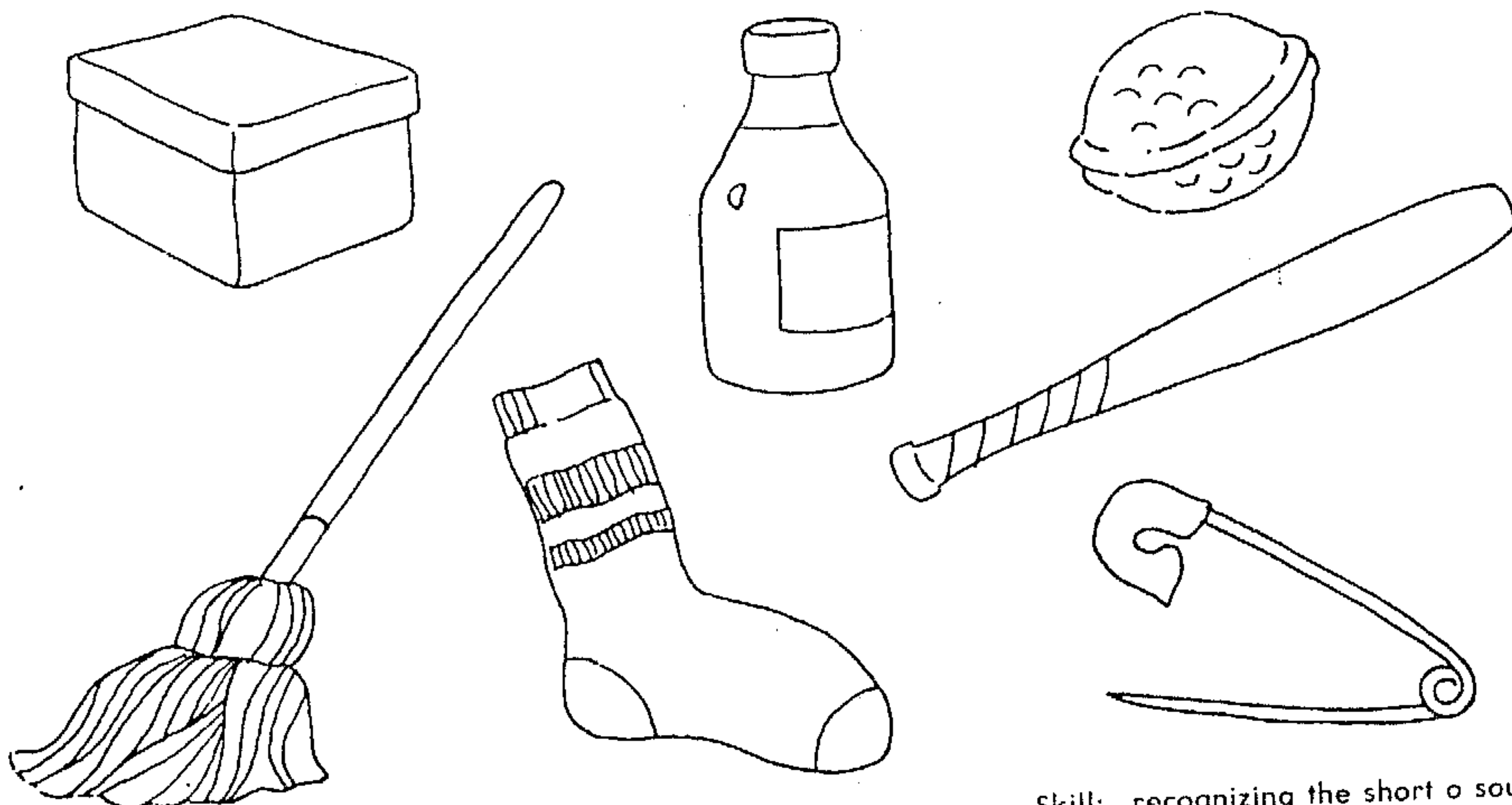
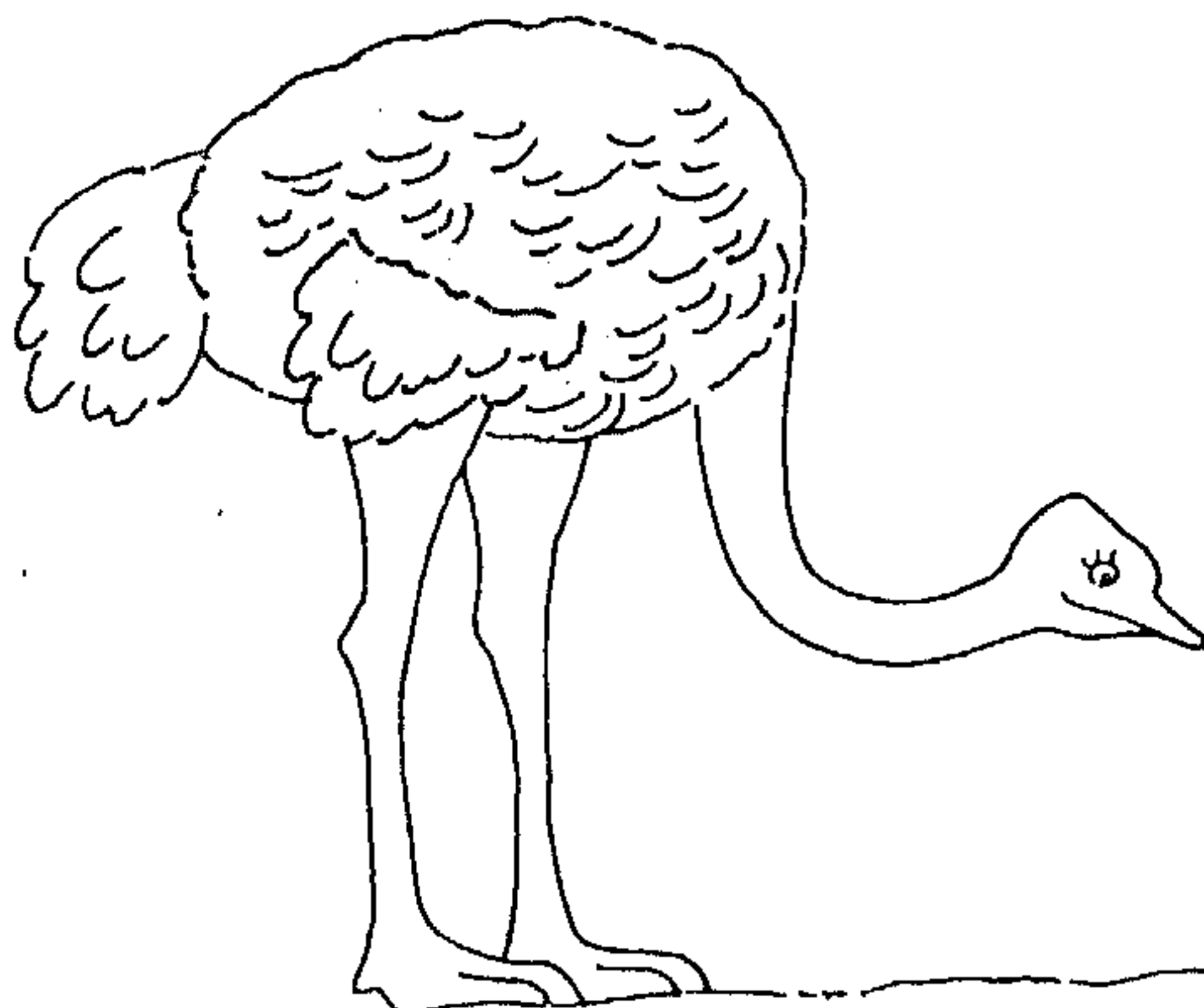
....

Free Writing ------- 5Mins.

Short o

Short o is the sound you hear at the beginning of octopus.

Olive the ostrich is looking for short o things. Say the name of each picture. Draw a circle around the pictures that have the short o sound. What short o things did she find?

octopus

Skill: recognizing the short o sound

Level: 2
Term: 1
Week: 7
Day: 2

Lesson Plan **Communication**

1. **Objectives:** The learner will be able to use short responses in spoken language
2. **Function:** Asking questions and answering in short responses
3. **Activity:** Ask and answer
4. **Material:** C/Board

5. **Procedure**

   a. **Presentation:**

   Tell your learners that in speaking, we often use short answers and contraction. It also happens in our own Mother tongue (L1). Give examples in L1. Same is done in English with the sample on one side of the board.

Short Responses

Yes/No
Yes, she/he is.
No, she/he isn't.

- Write the following examples on the other side of the board and give a drill to yours students.

Tr. **Is she wearing cap?**
St. **No, she isn't.**

Tr. **Is she wearing black shoes?**
St. **Yes, she is.**

b. **Dialogue Practice**

- Before starting the dialogue practice, you should have a list of questions in your hand. (next page). You can also use your own questions
- Call one student at a time. Tell him/her to stand near the board, facing the class. Ask some questions from the class and the question should be about the person. Whole class will respond in chorus.
- After having a reasonable practice, erase the responses. Continue your practice.

c. **Pair work (Ask and Answer)**

Call two students at a time. One will ask and the other will answer, using the same short responses. Provide a list of four or five questions to the students to facilitate them in practice.

List of Questions

Ask the following questions.

- **Is she holding a glass?**
- **Is she holding a pen?**
- **Is she holding a flower?**
- **Is she holding a book?**

- **Is she/he wearing cap?**
- **Is she/he wearing blue shoes?**
- **Is she/he wearing blue Duppatta/Cap?**
- **Is she/he wearing white Duppatta/Cap?**
- **Is she/he wearing frock/Jacket?**
- **Is she/he wearing Shalwar Kameez/trousers?**

Ask them to do some activity. e.g.
walking, clapping, touching, waving hand.

- **Is she/he jumping?**
- **Is she/he walking?**
- **Is she/he raising the hands?**
- **Is she/he clapping?**

- **Is she/he touching the book?**
- **Is she/he touching the board?**
- **Is she/he touching my head?**
- **Is she/he touching the chair?**

Note: You can form more questions taking different situations and ideas. Remember one question should be for wrong situation and the other for right, so that they could practise **Yes** or **No** responses

Level: 2 Term: 1 Week: 7 Day: 3	**Lesson Plan**	**Reading**

1. **Objectives:** To enable the learners to:
   b. read and understand.
   c. skim and scan for general information.
2. **Skill:** Reading Comprehension.
3. **Topic:** "**Who is this?**"
4. **Material:** Text page, worksheet (**Who is this**?)

---

d. **Procedure:**

a. **Pre-Reading**
Talk with your students and ask about their friends, parents and their Neighbour.

b. **Skimming** (fast reading for introduction)
Task1: How many paragraphs are there in the lesson?
Task2: Read the text and find out that --------------

c. **Reading for Comprehension.**

Task3: Find out
Task4: Right or wrong
Task5: Vocabulary

Peer checking and feed back follows each task.

1. **Follow up**

a) Do Task 5 in your H/work copy.
b) Write the names of your neighbors.

Level: 2
Term: 1
Week: 7
Day: 3

Text
"Who is this?"

Reading

Jameel

This is Jameel. He is my neighbour.
He studies in public school. His school
is in Abbottabad. Jameel is in Class 5
His English Teacher's name is Mr. Karim.

Dilshad

This is Dilshad. She is Jameel's sister.
She is at Public School too. She is in
class 8. Her English teacher's name
is Mrs. Rukhsana.

Usman

This is Usman. He is my brother's friend.
He is a doctor. He has a dog. The dog's
name is Ringo. He likes Ringo very much.

Uzma

This is Uzma. She is Usman's sister. She
is a teacher at Government High School
Mansehra. She likes painting.

Level: 2 Term: 1 Week: 7 Day: 3	Worksheet (who is this?)	Reading

Task1: Move your eyes on the text and quickly and find out:

1. How many paragraphs are there in the lesson?

____

Task2: Read the text and find out that:

Paragraph No.1 is about _____

Paragraph No.2 is about _____

Paragraph No.3 is about _____

Paragraph No.4 is about _____

Task3: Read the text again and find out.

Paragraph1 ------- Jamila is in class ______________.

Paragraph 2 ------ Dilshad is in class ______________.

Paragraph 3 ------ Usman is a ___________.

Paragraph 4 ------ Uzma is a ____________.

Task4: Put ✓ for right and ✕ for wrong sentences.

1. Jamil's school is in Mansehra.
2. Dilshad's school is in Abbottabad.
3. Ringo is the name of usman's cat.
4. Uzma is a painter.
5. Mrs Rukhsana is dilshad's teacher.

Task5 Read again and find out that:

Neighbour means a person who ______________

a) plays with you.

b) lives next to your house.

c) studies in your class.

Level: 2
Term: 1
Week: 7
Day: 4

Lesson Plan **Writing**

1. **Objectives:** The learners will be able to:
   - Say and write sentences
   - Use vocabulary in sentences.
   - To write sentences in a form of paragraph
2. **Function:** Describing places
3. **Activity:** Paragraph writing (**My House**)
4. **Material:** Worksheet (**Describing places**)

---

5. **Procedure:**

   a. **Pre-Writing**
   - Talk with your students about their houses. far/near, big/small, rooms, gardens/trees, roof etc.
   - Tell them that they are going to write about a house, which they'll see in a picture on the worksheet.

   b. **Presentation**
   - Distribute the worksheets.
   - Write the given vocabulary on board to highlight the words.
   - Talk about the house.
   - Ask questions about the house and encourage them in using the given words in their responses.
   - Spend reasonable time in question/answer session.

   c. 1st **Draft (Writing)**
   - Arrange the class in-groups ..
   - Ask them to write the sentences about the house, using the given vocabulary.
   - Tell them that each member of the group should have same sentences.
   - Take oral feedback and every group should get the chance to give feed back.

   d. **2nd Draft.**
   - Ask them to rewrite in their C/Work copies.
   - This time sentences should not be written in a pattern of one sentence per line. Ask them to write in continuing manner. Give them a format of a paragraph. Draw it on the board.

   (Heading)

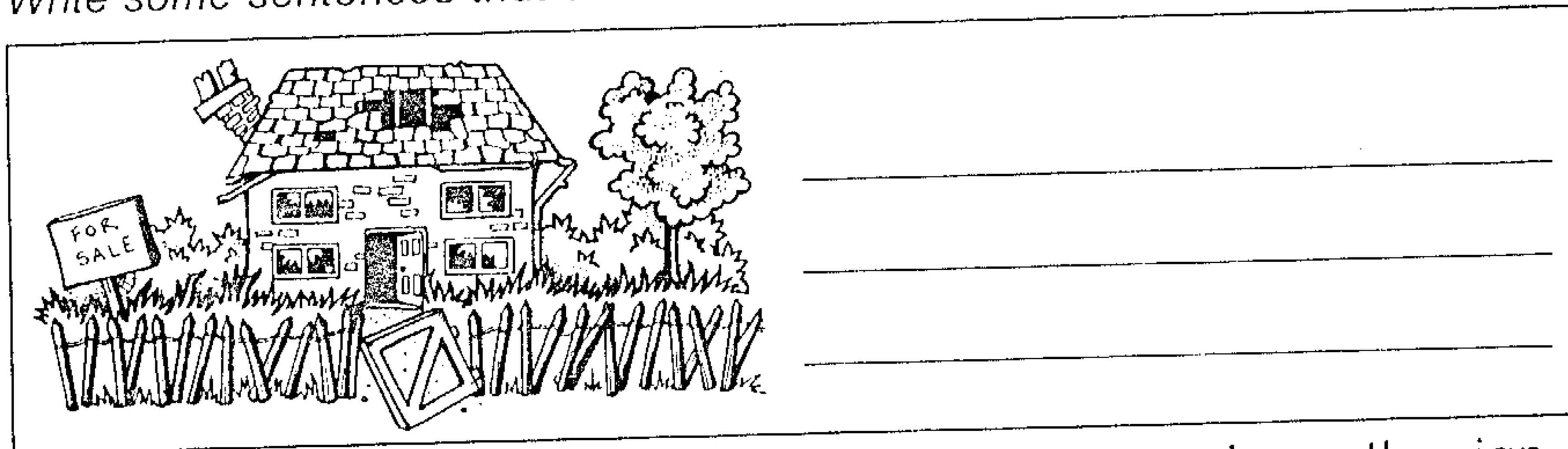
   ____
   ____
   ____
   ____

   e. **Peer checking.** Keep on monitoring.

6. **Follow up:**
   Copy the same paragraph in your H/Work copy

Level: 2 Term: 1 Week: 7 Day: 4	Worksheet	Writing

Describing places

Write some sentences that describe this house. Use the words to help you.

old empty broken roof windows garden weeds path sign

Level: 2 Term: 1 Week: 7 Day: 5	**Lesson Plan**	**Writing**

1. **Objectives:** The learner will be able to identify adjectives and nouns .
2. **Function:** Using the describing the words
3. **Activity:** Word Tasks
4. **Material:** Work sheet (**Adjectives**)

---

5. Procedure:

a. Presentation

Explain the difference between noun and adjective by giving examples on the board. Take examples from the students

b. Work Sheet

- Distribute the worksheets one by one and ask them to work in pairs.
- Take feed back of each task one by one.
- Before feedback, ask them to do peer checking for each task.

Task 1: Pick one adjective from the box and put before the noun to describe them

Task 2 Pick an adjective and its matching noun from the boxes and write the pair of the word on the lines.

Task 3 Complete the sentences

6. **Follow Up:** Repeat task 3

....

Free Writing ------- 5Mins.

Level: 2 Term: 1 Week: 7 Day: 5	Worksheet (Adjectives)	Writing

Task I: Pick one word from the box and put before the noun to describe them.

Lovely, Slow, Interesting, Tasty
Happy, Green, Heavy, Happy

_______________flower _______________bird

_______________book _______________bicycle

Task II: Pick an adjective and its matching noun form the boxes and write the pair of words on the lines.

Adjectives			**Noun**	
Short	Sweet	Blue Sky	Dog	Story
Blue	New	______________	Toys	Picture
Young	Funny	______________	Chocolate	Sky

Task III Complete the sentences.

1. My pet is a _______________ dog.
2. I read a _______________ story.
3. I wore _______________ dress on my birthday.
4. I like _______________ flowers.
5. My friend is _______________.

Lesson Plan
(English)

Level: 2

Term: 1

Week: 8

Communication	Reading	Writing	Assessment
• Phonics: short **u** sound • Listening (**Habits of animal)**	• Reading Aloud “**Who is this?**”	• Compound words	yes

Level: 2 Term: 1 Week: 8 Day: 1	**Lesson Plan**	**Communication**

1. Objectives:	The learner will be able to pronounce the words of short – u – sound.
2. Function:	Practising and pronouncing the sound
3. Activity:	Writing and Drill
4. Material:	Work sheet (**short – u -**)

5. Procedure

a. Presentation

- Write the letter **u** and the word **umbrella.**
- Pronounce loudly and give a choral drill.
- Ask them to add more words which rhyme with umbrella.
- Give a drill on the words.

b. Worksheet

- Distribute the worksheets and explain the Task.

Peer checking

Feedback

c. Class work

- Ask them to copy the words in their C/Work copy.
- Ask them to add more words with short – **u** - sound in the list.

6. Follow up:

"Copy **Task C** in your H/Work copy."

....

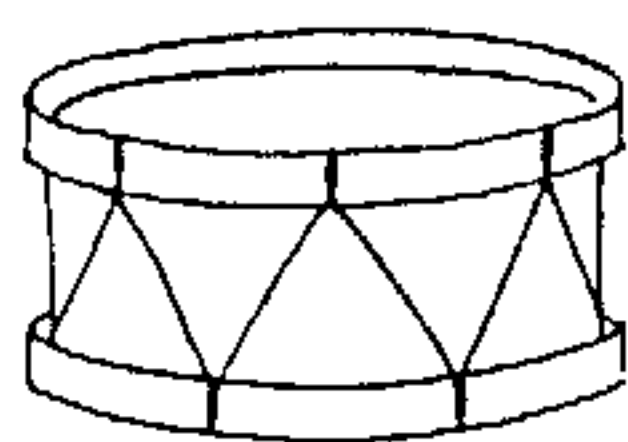
Free Writing ------- 5Mins.

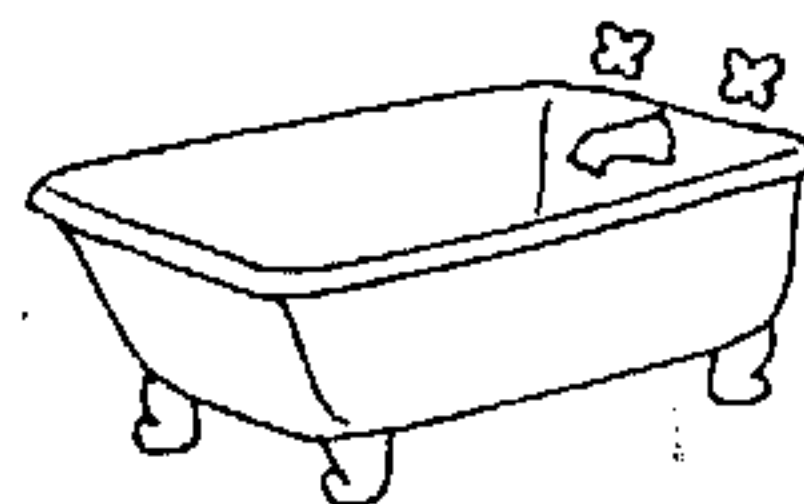
Short u

Short u is the sound you hear at the beginning of umbrella.

umbrella

Say the name of each picture.
Write the missing letter on each line.
Say the words.

1.

dr__m

2.

t__b

3.

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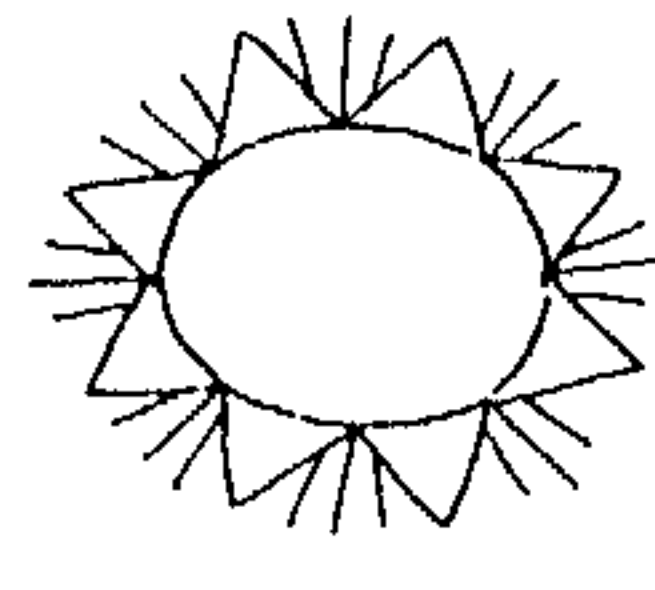
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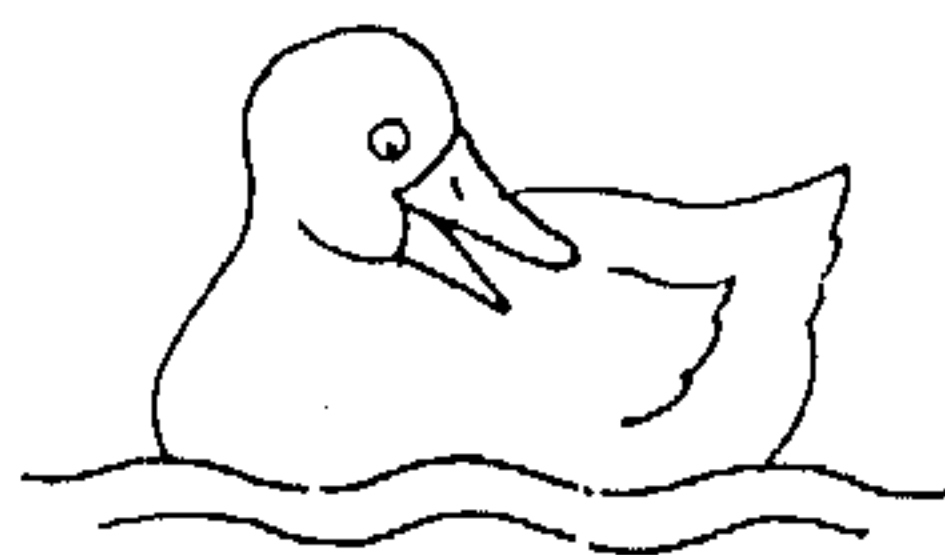
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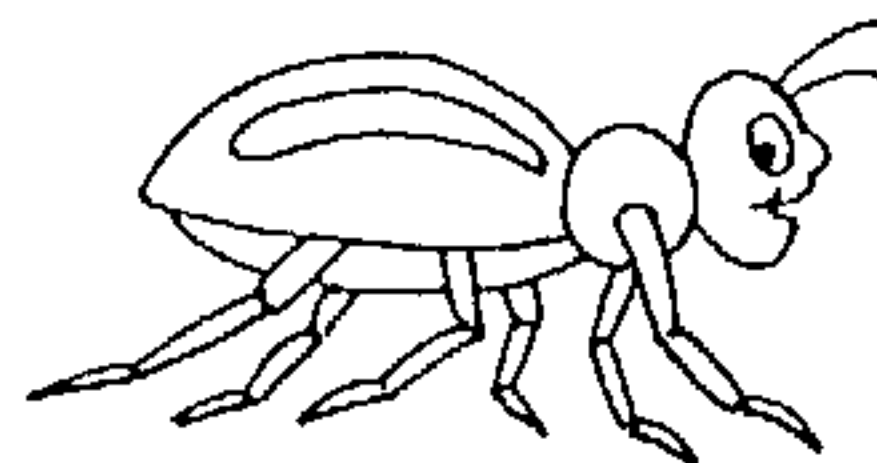
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Level: 2 Term: 1 Week: 8 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: To enable the learners to

- Listen and recall
- Listen and respond.

2. Function: Talking about natural habits of animals

3. Activity: Listen and check

4. Material: worksheet (**about animals**)

---

5. Procedure:

a. **Before listening:**

Talk about animals. Talk about land animals and sea animals. Make two lists on the board and take responses from the learners. Tell them that they are going to listen about animals who live in water.

b. **Worksheet**

- Distribute the work sheets and ask them to listen carefully and attentively to give answers on the sheet.
- Before you start listening task you should check the meanings of the following words
- **Worm, log, crawl, bugs, paddle, quack, dive**

Task 1: (1st listening)

- Read the listening Text slowly and give clear instructions about the task 1 to the learners.
- Read each sentence two times. When listening is over, tell your learners to match and compare their tasks with their partners.

Task 2: (2nd listening)

Read aloud again. Before starting reading, give clear instructions to the learners for the task. Read with comfortable speed. After listening, students will do peer checking.

Task3: (Generalization)

Write three headings on the board in bold letters and ask them to choose the best heading.

Task 4: Do it orally. If some time is left, ask them to write.

Follow Up: Ask them to write the names of animals that make their home in water, and try to paste the pictures of the animals in their H/work copies.

Listening text

Many animals make their homes in ponds. Fish swim around looking for worms to eat. Turtles sit on logs. Snails crawl on plants. Frogs sit on rocks waiting for bugs to fly by. Ducks paddle around and quack. Then they dive under the water.

Level: 2 Term: 1 Week: 8 Day: 2	**Worksheet** (About Animals)	**Communication**

Task1: 1st Listening

Put ✓ for right sentences and × for wrong sentences.

All animals make their home in ponds. ---------

Fish eat worms. ---------

Snails crawl on plants. ---------

Frogs sit on logs. ---------

Ducks quack. ---------

Task 2: 2nd Listening

Complete the sentences.

1 Fish like to eat ________.

2 Turtles sit on ____ ____.

3 Snails crawl on ___ _____.

4 Frogs eat __________ .

5 Ducks ___ ________under the water.

Task 3: Which heading is best for this story.

a) All About Frogs.

b) Life in the Pond.

c) Fish Can Swim.

Task 4: What other animals make their home in water or ponds?

____

Level: 2 Term: 1 Week: 8 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: To enable the learners to:
- read a loud
- read with correct pronunciation and speed

2. Skills: Reading Aloud

3. Topic: **Who is this?** (previous lesson text)

4. Material: Text page (**Who is this**)

---

5. Procedure

a. Reading Aloud **(20 Mins)**

1. **Model Reading.**
   Give model reading to the learners in comfortable speed and appropriate pronunciation (by the Teacher only)

2. **Paired Reading.**
   Make pairs and ask them to read together to the class. Also give them chance to read individually but first to the sharp students then average and then slow.

3. **Group Reading.**
   When students read together, they are not singled out. They begin to feel more relaxed and confident in the group. Single student experiences anxiety and frustration when he/she is asked to stand up and read out to the class.

b. Reading Comprehension **(20 Mins)**

Write the following questions on the board. Ask them to read the text silently and write the answers of the following questions in their class work copies.

1. who is in class 8?
2. Who is in Govt. school Mansehra?
3. What is the name of Jamil's sister?
4. who is Mr Karim?
5. who is Dilshad's teacher?
6. who is my brother's friend?

....

Free Writing ------- 5Mins.

Level: 2 Term: 1 Week: 8 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: To enable the learners to
- Develop vocabulary
- Focus on spellings

2. Function: Identifying vocabulary of compound words

3. Activity: Writing and matching

4. Material: Worksheet (**Compound words**)

---

5. Procedure:

a. Preparation

Distribute the worksheets and explain about the compound words.
Write few examples on the board before they start working on the worksheets.

e.g. **Classroom (class + room)**
Football (foot + ball)

b. Worksheet

Explain each task properly. Peer checking and feed back follows each task.

Task 1: write the smaller words that make up each compound word in the spaces

Task 2: Join each word from box **A** to a word in box **B** to make a compound word

6. Follow up:

Write 10 compound words in yours home work copies.

Level: 2 Term: 1 Week: 8 Day: 6	Assessment

Task 1: Complete the poem with the rhyming lines. (2)

Box , box , box ,

___ ___ ___

Jog , jog , jog ,

___ ___ ___

Task 2: Draw circles around the animals that live in water. (3)

Fish	monkey	ducks
Lion	turtles	whale
Frog	cow	bear
Deer	elephant	dolphin

Task 3: Read the text and write answers. (3)

This is Samreen. She is my neighbour. She is my class fellow. She has a cat and her name is Mano. Her cat is black. Samreen likes her cat very much

I. Who is your Neighbour ?

____

II. Who is Mano?

____

III. What is the colour of Samreen 's cat.

____

Task 4: Write four sentences about your house. Take help from these words. (2)

old / new , windows , rooms , garden , colour

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

Level: 2 Term: 1 Week: 8 Day: 4	**Worksheet** **(Compound Words)**	**Writing**

Write the smaller words that make up each compound word in the spaces.

1 keyhole key ______ hole ______	2 armchair ______ ______	3 hedgehog ______ ______
4 butterfly ______ ______	5 shoelace ______ ______	6 homework ______ ______
7 farmyard ______ ______	8 strawberry ______ ______	9 bedroom ______ ______

Join each word from Box A to a word in Box B to make compound words.

Box A	Box B	Compound Words
back	sty	______
pig	step	______
hand	light	______
foot	board	______
play	cloth	______
moon	bone	backbone
book	mark	______
cup	shake	______
table	ground	______